DOCUMENT RESUME

ED 095 645	88	EA 006 378

TITLE Facilitating Learning Through Systems Modification. Planning-Operational Year July 1, 1972 to June 30, 1973. Second Interim Evaluation Report.
INSTITUTION Cape Girardeau School District 63, Mo.
SPONS AGENCY Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.; Missouri State Dept. of Education, Jefferson City.
BUREAU NO 35-71-02-1
PUB DATE 1 Jul 73
NOTE 136p.; A related document is ED 082 285

EDRS PRICE MF-$0.75 HC-$6.60 PLUS POSTAGE
DESCRIPTORS *Educational Change; Educational Innovation; High Schools; Information Dissemination; *Inservice Teacher Education; Program Descriptions; *Program Evaluation; Questionnaires; *Schedule Modules; School Calendars; School Community Relationship; School Organization
IDENTIFIERS *Cape Girardeau Project; Elementary Secondary Education Act Title III; ESEA Title III

ABSTRACT

During its first year 1972-73, the project was concerned with total implementation of an innovative plan for scheduling high school classes--the Trimester/Modular Scheduling Plan and inservice education for teachers to help them update their teaching strategies and adapt them to the classtime allotments of the new scheduling plan. Four of the seven objectives established for the project, those dealing with implementation of the Trimester/Modular Scheduling Plan, with the attitudes and achievement of students, and with the acceptance of the scheduling plan by teachers, were achieved. The two objectives for inservice teacher education and the objective for acceptance of the innovative schedule by parents were not achieved. The document reports on the dissemination of information concerning the project, describes the trimester/modular scheduling plan, and presents the 1972-73 master schedule for classes. Reports and opinion questionnaires from various project participants and the community are also included. (Pages 48-58 and appendixes C-I may reproduce poorly.) (Author/DN)

ED 095645

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

BEST COPY AVAILABLE

SECOND INTERIM EVALUATION REPORT

FACILITATING LEARNING THROUGH SYSTEMS MODIFICATION

Project No. 35-71-02-1

Planning-Operational Year

July 1, 1972 to June 30, 1973

Cape Girardeau Public Schools
District No. 63
61 North Clark Avenue
Cape Girardeau, Missouri 63701

Dallas F. Albers
Project Director

July 1, 1973

EA 006 378

BEST COPY AVAILABLE

TABLE OF CONTENTS

Page

LIST OF TABLES vi

Part

I. SUMMARY DESCRIPTION OF PROJECT ACTIVITIES 1

DESCRIPTION OF PROJECT ACTIVITIES 2

ACTIVITIES RELATED TO THE SCHEDULING INNOVATION 2

The Trimester/Modular Schedule 2

Teacher-Administrator Planning Sessions 3

Professional Travel 4

Dissemination of Information 4

ACTIVITIES RELATED TO INSERVICE EDUCATION FOR TEACHERS . . . 5

Inservice Education Workshop and Course 5

Professional Travel 6

Supporting Services 6

Team Teaching 7

II. EVALUATION OF PROJECT OBJECTIVES 8

OBJECTIVE 1 9

Statement of Objective 1 9

Description of Activity 9

Results for Objective 1 9

Findings Relative to Objective 1 10

OBJECTIVE 2 11

Statement of Objective 2 11

Part Page

Description of Instructional Activity 11

Collection of Data 11

Results for Objective 2 12

Findings Relative to Objective 2 13

OBJECTIVE 3 14

Statement of Objective 3 14

Description of Instructional Activity 14

Collection of Data 15

Results for Objective 3 15

Findings Relative to Objective 3 16

OBJECTIVE 4 18

Statement of Objective 4 18

Description of Instructional Activity 18

Collection of Data 18

Results for Objective 4 19

Findings Relative to Objective 4 21

OBJECTIVE 5 22

Statement of Objective 5 22

Description of Instructional Activity 22

Collection of Data 22

Results for Objective 5 23

Findings Relative to Objective 5 25

OBJECTIVE 6 26

Statement of Objective 6 26

Part Page

Description of Instructional Activity 26

Collection of Data 26

Results for Objective 6 28

Findings Relative to Objective 6 30

OBJECTIVE 7 31

Statement of Objective 7 31

Description of Instructional Activity 31

Collection of Data 31

Results for Objective 7 32

Findings Relative to Objective 7 35

SUMMARY OF ACHIEVEMENT OF OBJECTIVES 37

Objective 1 37

Objective 2 37

Objective 3 37

Objective 4 38

Objective 5 38

Objective 6 38

Objective 7 39

III. REPORT OF DISSEMINATION ACTIVITIES 40

APPENDIX A THE TRIMESTER/MODULAR SCHEDULING PLAN 43

APPENDIX B THE 1972-73 MASTER SCHEDULE 55

APPENDIX C PRINCIPAL'S REPORT OF SCHEDULING PROBLEMS AND EXCEPTIONS 89

APPENDIX D SCHEDULE OF INSERVICE EDUCATION CLASSES 91

Part | Page
APPENDIX E ROSTER AND ATTENDANCE RECORD OF INSERVICE EDUCATION PARTICIPANTS 97
APPENDIX F COURSE REVISIONS BY INSERVICE EDUCATION PARTICIPANTS 99
APPENDIX G STUDENT PREFERENCE OPINIONNAIRE ON ALLOCATION OF CLASS TIME 101
APPENDIX H SCHEDULING PREFERENCE OPINIONNAIRE FOR TEACHERS . . . 114
APPENDIX I SCHEDULING PREFERENCE OPINIONNAIRE FOR PARENTS 119
APPENDIX J REPORT TO BOARD OF EDUCATION--COMMITTEE FOR QUALITY EDUCATION 124
APPENDIX K RECORD OF REVISED COURSE OUTLINES: REPORT OF THE DIRECTOR OF SECONDARY EDUCATION 128

LIST OF TABLES

Table Page

1. Summary of Inservice Course Topics 12

2. Summary of Selected Instructional Practices Included in Revised Course Plans 15

3. Comparison of Achievement: Tests of Academic Progress Standard Score Means and Standard Deviations 20

PART I

SUMMARY DESCRIPTION OF PROJECT ACTIVITIES

DESCRIPTION OF PROJECT ACTIVITIES

In 1972-73 the Cape Girardeau Project, Facilitating Learning Through Systems Modification, completed its first operational year following a planning-operational year in 1971-72. During the year 1972-73 the project was concerned with two major components: (1) total implementation of an innovative plan for scheduling high school classes, the Trimester/Modular Scheduling Plan, and (2) inservice education for teachers aimed at helping them update their teaching strategies and adapt them to the classtime allotments of the new scheduling plan.

ACTIVITIES RELATED TO THE SCHEDULING INNOVATION

Project activities related to the scheduling innovation included: (1) scheduling all classes at Central Senior High School under the Trimester/Modular Scheduling Plan, (2) teacher-administrator planning sessions to evaluate suitability of various classtime allocations and to plan modifications, (3) teacher-administrator travel to observe innovative classtime arrangements in other schools for possible modification and adaptation to the Trimester/Modular Schedule, and (4) dissemination of information about the project.

The Trimester/Modular Schedule

During the 1972-73 school term all classes for grades ten, eleven, and twelve at Central High School were scheduled under the Trimester/Modular Scheduling Plan. Under this plan the school year was divided into three, sixty-day trimesters. The school day was divided into fourteen, twenty-seven-minute modules with a five-minute passing time between each module. Modules were then scheduled consecutively in combinations of two (59 minutes), three (91 minutes), four (118 minutes), or five (150 minutes) modules to create daily class periods of the desired length. The factors of (1) minutes of inclass instruction needed to meet accreditation standards, (2) course content, (3) methods of instruction generally used, and (4) the characteristics of students normally enrolled were used in determining classtime allotments needed for each course. Most courses were completed in one trimester (60 days). However, some courses ran for two consecutive trimesters (120 days) or for a full school year (180 days). (See Appendix A.)

Teacher-Administrator Planning Sessions

The Project Director, Director of Secondary Education, and the High School Principal met during the year with the teachers in each department to review the classtime allotments for each course. When it was determined that classtime allocations were not being found appropriate for a particular course, plans were made to modify them for the 1973-74 class schedule. The following modifications were made as a result of these planning sessions:

1. Third-year modern foreign languages were changed from one-trimester/four-module classes to two-trimester/two-module classes.
2. Shorthand was changed from a one-trimester/five-module class to a two-trimester class with two modules in the first trimester and three modules in the second.
3. Mathematics III (Advanced Algebra and Trigonometry) was changed from a one-trimester/four-module class to two, three-module classes in consecutive trimesters.

In addition to these modifications, plans were developed to schedule the eleventh and twelfth grade English program in sixteen, one-trimester/two-module elective courses. This change to a "mini-course" elective organization of the English curriculum from the full-unit English III and English IV courses culminated over two years of planning.

Professional Travel

Teachers and administrators traveled to observe innovative programs in the following schools:

1. Arlington Heights High School, Fort Worth, Texas, "The Trimester Concentrated Learning Program"
2. Harrison County High School, Cynthiana, Kentucky, "The Phase-Elective English Program"
3. Tilghman High School, Paducah, Kentucky, "The Phase-Elective English Program"
4. McCluer High School, Florissant, Missouri, "Satellite Resource Centers"

Dissemination of Information

Information about the ESEA Title III Project and the Trimester/Modular Scheduling Plan was disseminated through the following activities:

1. A Newsletter of ESEA Title III Activities was distributed each week to project teachers and administrators in the school district, local newspapers and broadcasters, civic organizations, educational agencies, and other interested parties.
2. Brochures describing the Trimester/Modular Schedule and the Title III Project were printed and mailed in response to written inquiries.

3. Opportunities were provided for on-site observation of the program by visiting teachers and administrators from other schools.
4. A one-day seminar was held for visiting educators who wanted to study the Trimester/Modular Scheduling Plan and observe it in operation.

A script was prepared and camera photographs were made for an audio-tape/photo slide presentation describing the development and operation of the Trimester/Modular Schedule. Recording of the accompanying audio-tape was not completed by the end of the 1972-73 operational year. This dissemination activity will be completed next year.

ACTIVITIES RELATED TO INSERVICE EDUCATION FOR TEACHERS

Inservice education activities to help teachers adapt their instruction to the extended class period of the Trimester/Modular Schedule were: (1) a five-day August workshop followed by a thirty-two week inservice education course for project teachers, (2) professional travel to observe organizations for instruction and teaching strategies being studied in the inservice education program, (3) supporting instructional services for project teachers, and (4) planning for, and conduct of, team teaching.

Inservice Education Workshop and Course

Twenty-nine classroom teachers were enrolled all year in the inservice education course for teachers, and seven were enrolled for part of the year. (See Appendix E.) Thirty-two class sessions of two hours each, or alternative activities such as fieldtrips and observations of demonstration lessons, were scheduled during the year. (See Appendix D.) These class sessions were taught by the Project Director supplemented by the project's instructional assistant and outside consultants selected for specific topics. The objectives of the inservice education course were:

1. To help teachers update their methods of instruction to use to maximum advantage the opportunities for improving instruction made possible by the Trimester/Modular Scheduling Plan.
2. To help teachers revise their courses to better adapt them to the Trimester/Modular Scheduling Plan.
3. To help teachers become aware of, and plan for, different kinds of organization for instruction, specifically team teaching and differentiated staffing.
4. To help teachers improve their skills in assessing learning progress as a basis for individualizing instruction.

Professional Travel

A charter bus fieldtrip was taken by thirty-three teachers enrolled in the inservice education course to visit and observe innovative instructional programs at Parkway North Senior High School in Creve Coeur, Missouri. Other observation trips were made by one, or more, inservice class participants to Dexter, Columbia, Poplar Bluff, and Creve Coeur, Missouri; New Orleans, Louisiana; Paducah, Kentucky; Ware, Illinois; and Memphis, Tennessee.

Supporting Services

Teachers were given assistance by the Project Director and Instructional Assistant in incorporating the content of the inservice education course into planning and preparation for teaching their classes. Teachers were also provided with test scoring services, item analysis of teacher-made tests, assistance with production of instructional materials, and clerical assistance through the ESEA Title III Project.

Team Teaching

One two-teacher team initiated a team teaching program in English II. Planning for this teaming arrangement was supported by ESEA Title III funding in Fiscal Year 1972.

Plans were developed under this year's project to extend the English II teaching team to three members. A second two-teacher team began planning and preparation for a teaming arrangement in special education (EMR) to be implemented at the beginning of the 1973-74 school term.

PART II

EVALUATION OF PROJECT OBJECTIVES

OBJECTIVE 1

Statement of Objective 1

Conversion from the traditional class scheduling plan to the Trimester/Modular Scheduling Plan will be totally accomplished for all classes at Central High School during the 1972-73 school term.

Description of Activity

During the 1972-73 school term all classes at Central High School were scheduled under the Trimester/Modular Scheduling Plan. The program of classes was made by the high school principal with the support and assistance of the Data Processing Center at Southeast Missouri State University.

Results for Objective 1

Objective 1 was fully achieved during the 1972-73 school term. A copy of the master schedule of classes for that year is exhibited as evidence of this achievement. (See Appendix B.)

A written narrative report was prepared by the high school principal describing the following problems, conflicts, and exceptions found in implementing the Trimester/Modular Schedule for the first time. (See Appendix C.)

1. Personnel at the Southeast Missouri State University Data Processing Center had not had prior experience programming a modular day or a trimester year. Numerous programming problems resulted from this inexperience.
2. Students' course loads were not balanced adequately by trimesters. Many students had very light course loads one trimester and excessively heavy course loads another.

3. Too many students were scheduled in general supervised study sections who should have been placed in subject related supervised study groups.
4. Too few students were assigned to subject related supervised study sections under the supervision of the teacher who taught their related course.
5. Supervised study assignments were coded for the computer as single-module classes to accommodate pupils who had to enter from another class, or leave for another class, at the middle of a two-module block. As a result many students were unnecessarily reassigned from one supervised study section to another at the end of one module.

Computer scheduling problems such as those cited, above, necessitated literally hundreds of hand-made corrections and reschedulings of student programs by guidance counselors. Much of the flexibility inherent in the schedule to provide for needs of individual students was lost through machine scheduling. Plans have been made to hand schedule the program in 1973-74 in an effort to reclaim some of those inherent advantages for students.

Findings Relative to Objective 1

Even though technical problems did occur in the programming of the Trimester/Modular Scheduling Plan, the scheduling objective was fully met during the 1972-73 school term.

OBJECTIVE 2

Statement of Objective 2

Thirty teachers in the inservice education program will revise and adapt one course which they teach to the Trimester/Modular Scheduling Plan before June 15, 1973.

Description of Instructional Activity

Twenty-nine teachers were enrolled in an inservice education program for teachers on a full-time basis; seven teachers were enrolled for only part of the year. (See Appendix E.) The class met for thirty-two sessions. Twenty-nine of these sessions (58 hours) were scheduled in two-hour class meetings held after the close of the school day. Two hours of classtime credit was given for each of the following activities: (1) independent viewing and listening activities related to instruction on the fieldtrip, (2) participation of the class in a full-day fieldtrip which modeled the planning and conduct of an instructional fieldtrip, and (3) observations of inquiry and guided discovery teaching methods in demonstration classrooms. Topics taught and the numbers of sessions spent on each topic are summarized in Table I. (Also, see Appendix D.)

Collection of Data

Thirty classroom teachers participating in the inservice education course on either a full-time or a part-time basis were given a course assignment of completely revising one course they were teaching, or were planning to teach in 1973-74. They were to incorporate into these course revisions those instructional strategies they had learned in the inservice education course if they were appropriate for use in that particular course of study. One guidance counselor, one administrator, one parochial

TABLE I

SUMMARY OF INSERVICE COURSE TOPICS

TOPIC	SESSIONS
Orientation to ESEA Title III and Trimester/Modular Scheduling	2*
Setting Goals for Instruction	5*
Levels of Learning: Taxonomy of Educational Objectives	2*
Writing Behavioral Instructional Objectives	4
Selecting Materials and Strategies for Instruction	2
Planning for, Selecting, and Using Instructional Media	3
Planning for, and Using the Resource Teacher	1
Planning for, and Conducting the Educational Fieldtrip	2
Organizing Small Instructional Groups	1
Investigation, Inquiry, and Guided Discovery Methods	3
Analysis of Classroom Verbal Interactive Behavior	4
Simulation Gaming and Role Playing	2
Individualizing Instruction	5*
Team Teaching	3
Evaluation of Learning Outcomes	3

*Sessions totally or partly in August 14-18 workshop.

school teacher, one teacher requesting early retirement, and two teachers enrolled on a part-time basis were excused from this assignment. (See Appendix F.)

Results for Objective 2

Of the thirty teachers assigned course revisions, twenty-four completed the assignment before the deadline date of June 15, 1973.

Course revisions were evaluated by the Director of Secondary Education and the ESEA Title III Project Director for adoption and use in the Central High School program under the Trimester/Modular Scheduling Plan. All twenty-four revised course plans were rated by the Director of Secondary Education as appropriate for adoption and use in the Central High School curriculum. The assignment completion status of each participant in the inservice education course is shown in Appendix F.

Six teachers committed to completion of a course revision did not complete the task before the June 15, 1973, deadline. Two of those teachers were known to be working on a course revision but did not have the task completed by June 15. Four others refused to complete the assignment at the end of the year after making an agreement in writing early in the school term to revise a course.

Findings Relative to Objective 2

Twenty-four of the thirty teachers who were assigned the inservice task of revising a plan for one course they would teach did complete the task satisfactorily. These twenty-four course plans were approved by the Director of Secondary Education and will be used in those courses during the 1973-74 school term.

Six teachers did not complete the assignment before the June 15, 1973, deadline stated in Objective 2.

Even though the evaluation goal of twenty-four acceptable course revisions was attained, the stated objective of thirty teachers submitting such course revisions for evaluation was not met. Therefore, it must be said that Objective 2, as stated, was not achieved.

OBJECTIVE 3

Statement of Objective 3

Thirty-eight teachers enrolled in the inservice education program shall improve their knowledge of, and skill in, the following teaching activities:

a. Constructing and writing behaviorally stated instructional objectives.

b. Using, effectively, audio-visual media in instruction.

c. Planning for use of resource people in instruction.

d. Planning and supervising instructional fieldtrips.

e. Employing inquiry and guided discovery techniques in instruction.

f. Using role playing and simulation gaming as instructional strategies.

g. Planning and conducting instruction in the independent and one-to-one modes.

h. Planning continuous progress, mastery learning units of instruction.

i. Evaluation of learning outcomes.

Description of Instructional Activity

Twenty-nine teachers were enrolled full-time and seven were enrolled part-time in sixty-four hours of inservice instruction as described in Table I and Appendix D. At the end of the course, twenty-four teachers who were enrolled in the course submitted revised plans for a course they were teaching, or would teach, to the Director of Secondary Education and the ESEA Title III Project Director for evaluation.

Collection of Data

Twenty-four revised course plans submitted by Title III inservice education participants were reviewed by the Director of Secondary Education to verify that nine teaching practices specified in Objective 3 had been included, where appropriate. (See Appendix K). A summary of the instructional practices included in the revised course plans is presented in Table II.

TABLE II

SUMMARY OF SELECTED INSTRUCTIONAL PRACTICES
INCLUDED IN REVISED COURSE PLANS

Instructional Practice	Number Using Practice	Percent* Using Practice
Behaviorally Stated Instructional Objectives	24	100
Audio-Visual Media	24	100
Resource People	11	46
Instructional Fieldtrips	10	48**
Inquiry or Guided Discovery	23	96
Role Playing or Simulation Gaming	11	69***
Independent Study or Individualized Instruction	24	100
Mastery Learning or Continuous Progress	21	88
Valid and Appropriate Methods of Evaluation	24	100

*Number of Teachers Completing Assignment = 24
**Inappropriate for 3 courses. N = 21
***Inappropriate for 8 courses. N = 16

Results for Objective 3

Enrollment for the ESEA Title III Inservice Education Course fell short of the thirty-eight participants anticipated when Objective 3 was written in April, 1972. Final enrollment included twenty-nine full-time and seven part-time participants.

Thirty participants enrolled in the inservice education course were assigned the task of revising one course they normally taught, as explained, above. Twenty-four completed the assignment before June 15, 1973.

Of those teachers who completed the assignment, the number incorporating the nine selected teaching practices was very high. All twenty-four course plans submitted for consideration based their instruction on behaviorally stated objectives; all planned for appropriate use of audiovisual media; all included some opportunities for students to engage in independent study; and all used appropriate methods of evaluation to assess achievement of various learning objectives.

Twenty-three of the twenty-four course revisions had incorporated plans for inquiry or guided discovery teaching methods, and twenty-one had included provision for individualization through learning packages or similar mastery learning approaches.

Only three of the specified instructional practices were found in fewer than four-fifths of the revised course plans. Role playing and simulation gaming activities were included in 69 percent of those courses where they might be considered appropriate. Fieldtrip activities were included in only 48 percent of the courses where they could have been appropriately included, and only 46 percent of the course revisions included the use of resource people for instruction.

Findings Relative to Objective 3

Even though four-fifths of the teachers who submitted revised course plans for evaluation did incorporate at least six of the nine selected teaching practices into their plans, three of the nine teaching practices fell short of the goal of eighty percent stated for Objective 3. Furthermore, resistance of some teachers to this inservice education assignment created a situation where only four-fifths of the teachers who received the assignment actually completed it. To meet the objective, as stated, every teacher who completed the assignment would have had to include all nine teaching practices unless they were inappropriate for use in the course.

The administrators who evaluated the course revisions were, generally, quite pleased with the progress that was indicated by those teachers who did complete the assignment. However, for reasons cited, above, it cannot be said that Objective 3, as stated, was achieved.

The evaluation of course revisions, as summarized by the Director of Secondary Education is exhibited in Appendix K.

OBJECTIVE 4

Statement of Objective 4

Pupils in grades ten, eleven, and twelve attending Central High School in 1972-73 under the Trimester/Modular Scheduling Plan will achieve as well as, or better than, Central High School pupils from the three preceding years, 1969-70, 1970-71, and 1971-72, as indicated by the mean standard score for each grade on each of six subtests of the Tests of Academic Progress (TAP).[1]

Description of Instructional Activity

Pupils attending Central High School in 1972-73 under the Trimester/Modular Scheduling Plan used curricular content similar to that used under the traditional 180-day/seven-period schedule during the years immediately preceding the scheduling innovation. Those curricular plans were modified only to adapt courses to the requirements of the Trimester/Modular classtime allotments.

Collection of Data

The Tests of Academic Progress have been used as the standardized test of general learning achievement for students at Cape Girardeau Central Senior High School since 1966. The TAP has been administered to all students at Central High School annually during the months of March or April. The test includes six subtests in the areas of composition, literature, mathematics, reading, science, and social studies. Norms are established for each subtest and each grade, and a composite score covering all six subtests.

---

[1] Dale P. Scannell (ed.), Tests of Academic Progress (Boston: Houghton-Mifflin Company, 1965).

Standard scores from the spring of 1970, 1971, and 1972 were averaged to establish a baseline mean for each subtest and each grade against which to compare results of schoolwide tests administered in the years following.

The complete battery of tests was completed by 412 tenth graders, 367 eleventh graders, and 282 twelfth graders attending school on April 9, 10, 11, and 12, 1973, or in make-up sessions held the following week for students who had been absent from one or more testing sessions on those dates. All response sheets for the 1973 testing were scored by Houghton-Mifflin Test Scoring Service. Current standard score means were computed from the results of the 1973 testing for each of six subtests, and the composite score, for each of three grades, ten, eleven, and twelve.

Results for Objective 4

Comparisons were made of current standard score means, for each subtest and the composite test in each grade, against the baseline standard score means established for each subtest and the composite test in each grade. Differences were tested for significance using the t test with a one-tailed interpretation at the .05 level of confidence. All confidence testing was done by the Center for Educational Improvement at the University of Missouri-Columbia. Comparisons of current standard score means against baseline standard score means are shown in Table III.

Objective 4 stated that Central High School students, for the year 1972-73 would achieve as well as, or better than, those from the preceding years, 1969-70, 1970-71, and 1971-72. Therefore, the null hypothesis was concerned with identifying current subtest groups which achieved significantly lower than students from prior years. No such groups were identified. Of the twenty-one pairs of subtest and composite standard

TABLE III

COMPARISON OF ACHIEVEMENT: TESTS OF ACADEMIC PROGRESS STANDARD SCORE MEANS AND STANDARD DEVIATIONS

Grade and Test	Baseline Mean	Baseline S.D.	Current Mean	Current S.D.	t Ratio
Grade 10:					
Social Studies	49.0	11.7	48.8	9.6	(-) .277
Composition	48.0	10.6	48.8	11.1	1.148
Science	49.5	10.6	50.4	9.5	1.590
Reading	45.9	12.1	47.8	10.5	3.065**
Mathematics	46.9	12.0	47.5	10.1	.961
Literature	47.8	12.8	48.2	10.5	.640
Composite	47.2	12.5	48.7	9.0	2.605**
	N=1,280		N=412		
Grade 11:					
Social Studies	52.1	11.6	51.9	9.4	(-) .375
Composition	49.3	12.0	49.6	10.8	[illegible]46
Science	51.7	10.6	50.9	10.3	(-)1.274
Reading	48.6	11.5	48.9	11.8	.359
Mathematics	50.7	12.3	52.3	9.9	2.501**
Literature	50.6	12.8	51.0	10.4	.591
Composite	49.7	12.7	50.9	9.2	1.946**
	N=1,216		N=367		
Grade 12:					
Social Studies	54.3	12.1	54.6	9.7	.413
Composition	53.2	11.8	54.2	10.1	1.559
Science	53.2	12.1	54.9	9.6	2.463**
Reading	51.8	12.6	53.6	10.4	2.486**
Mathematics	52.6	12.9	55.7	10.9	4.110**
Literature	55.1	13.6	57.1	11.6	2.441**
Composite	52.2	14.2	55.1	8.9	4.211**
	N=1,070		N=282		

*Differences indicate significant decrease at .05 level of confidence.
**Differences indicate significant increase at .05 level of confidence.

score means which were compared, means for 1972-73 were less than baseline means in only three comparisons--tenth grade social studies, eleventh grade social studies, and eleventh grade science. None of the mean decreases were statistically significant at the .05 level of confidence.

Had Objective 4 been stated in such a way as to have hypothesized significant increases in student achievement under the Trimester/Modular Scheduling Plan, such a hypothesis would have been confirmed by the comparison of current subtest and composite standard score means with baseline means from 1969-70, 1970-71, and 1971-72. Current subtest and composite standard score means were higher than baseline standard score means in eighteen of the twenty-one comparisons made. In nine comparisons the gains in standard score means were statistically significant at the .05 level of confidence--tenth grade reading, eleventh grade mathematics, twelfth grade science, twelfth grade reading, twelfth grade mathematics, twelfth grade literature, and the composite means for all tests in all three grades, ten through twelve.

Findings Relative to Objective 4

It can be conclusively stated that the objective of students at Central High School during 1972-73 achieving as well as, or better than, students from three preceding years was fully achieved.

OBJECTIVE 5

Statement of Objective 5

At the end of the 1972-73 school year a majority of the pupils who have attended Central High School, grades ten, eleven, and twelve, during that year will express a preference for the Trimester/Modular Scheduling Plan over the traditional 180-day/seven-period scheduling plan.

Description of Instructional Activity

All pupils attending Central High School in grades ten, eleven, and twelve during the 1972-73 school year were scheduled into classes under the Trimester/Modular Scheduling Plan. (See Appendix B.)

Collection of Data

All students present in classes at Central Senior High School during module three on May 3, 1973, were asked to respond to the Student Preference Opinionnaire on Allocation of Class Time and return it, unsigned, to their teacher for that module. Students absent on May 3 were given two days following to respond to the opinionnaire. Opinionnaires were collected and returned to the ESEA Title III project office. Responses were processed by computer by senior students from the Central High School Data Processing class.

Part I of the Student Preference Opinionnaire on Allocation of Class Time allowed respondents to express a preference for the Trimester/Modular Scheduling Plan, for the traditional 180-day/seven-period scheduling plan, or no preference for either plan.

Part II of the opinionnaire gave respondents who favored the Trimester/Modular Scheduling Plan, and those expressing no preference, an opportunity to respond to a checklist of reasons for preferring the Trimester/Modular

Plan. These respondents were also invited to add in writing other reasons for preferring the plan which were not included in the checklist.

Part III of the opinionnaire gave respondents who favored the 180-day/seven-period scheduling plan, and those expressing no preference, an opportunity to respond to a checklist of reasons for preferring the traditional scheduling plan. These respondents were also invited to add in writing their reasons for preferring the 180-day/seven-period schedule which were not included in the checklist.

Part IV of the opinionnaire gave all respondents an opportunity to express a preference for Central High School remaining on the Trimester/Modular Scheduling Plan or returning to the traditional 180-day/seven-period schedule.

Results for Objective 5

A total of 1,008 students responded to the Student Preference Opinionnaire on Allocation of Class Time. Of this number 632 students, or 62.6 percent, stated that they preferred taking classes under the Trimester/Modular Scheduling Plan. Only 166 students, or 16.4 percent, expressed a preference for the traditional 180-day/seven-period scheduling plan, while 210 students, or 20.8 percent, expressed no preference for one scheduling plan over the other. These data are summarized for each grade and for the total population in Appendix G.

A total of 842 students who preferred the Trimester/Modular Scheduling Plan, or had no preference, responded to Part II of the opinionnaire expressing their reasons for preferring the experimental schedule. Of these respondents 656, or 77.9 percent, expressed a preference for the Trimester/Modular Plan because they liked to get a class over with and start new classes every trimester. A total of 607, or 72 percent, liked being able to get more courses under the Trimester/Modular Schedule than they could under the traditional schedule; and 601, or 71.3 percent, thought they could stay more interested in a subject when they were concentrating on fewer subjects at one time. Slightly more than one-half of the respondents to Part II, 483 or 57.3 percent, liked the experimental schedule because the longer class periods enabled the class to participate in a greater variety of learning activities. Slightly fewer than one-half of the respondents to Part II preferred the Trimester/Modular Schedule because they could begin and complete laboratory investigations in the same extended class period, 408 or 48.4 percent; their homework load was reduced, 390 or 46.3 percent; they could get better balance by trimesters between their course load and extra-curricular activity load, 386 or 45.8 percent; and they could earn enough units of credit to graduate in less than four years of attendance under the Trimester/Modular Scheduling Plan, 357 or 42.3 percent.

Of the 376 students who preferred the 180-day/seven-period schedule, the largest number 276, or 73.4 percent, believed they were not able to learn a subject as thoroughly when they covered it at the accelerated daily pace characteristic of the Trimester/Modular Schedule. More than one-half of the respondents to Part III also expressed a preference for the traditional schedule because classes got boring when they had to sit in them for more than one hour at a time, 252 or 67 percent; tests came closer together under the accelerated pace of the Trimester/Modular Schedule, 216 or 57.4 percent; they felt they lost interest in a subject when they had to concentrate on it too long, 199 or 52.9 percent; and they did not believe they could cover as much material in each class under the Trimester/Modular Scheduling Plan, 189 or 50.2 percent. Slightly fewer than one-half of the respondents to Part III found they were harder pressed with homework under the Trimester/Modular Scheduling Plan, 160 or 42.5 percent.

A total of 869 students responded to Part IV to express a preference for remaining on the Trimester/Modular Plan at Central High School or returning to the traditional schedule, while 139 of the 1008 total respondents to the opinionnaire did not respond to Part IV. Of this total 668, or 66.2 percent of the total completing the opinionnaire, stated that they wanted to see Central High School's program continue on the Trimester/Modular Scheduling Plan. Two hundred and one, or 19.9 percent of the total respondents, expressed a desire to see Central High School go back to the traditional 180-day/seven-period schedule.

A complete summary of results from the Student Preference Opinionnaire on Allocation of Class Time is exhibited in Appendix G.

Findings Relative to Objective 5

Students who attended classes at Central Senior High School during the 1972-73 school term under the Trimester/Modular Scheduling Plan gave strong approval to the experimental schedule. Those who preferred the Trimester/Modular Scheduling Plan outnumbered those who preferred the 180-day/seven-period scheduling plan by a margin of almost four to one. Since 62.6 percent of the total students responding to the Student Preference Opinionnaire on Allocation of Class Time expressed a preference for the Trimester/Modular Scheduling Plan, it can be conclusively stated that Objective 5 was achieved.

OBJECTIVE 6

Statement of Objective 6

At the end of the 1972-73 school year a majority of the teachers in grades ten, eleven, and twelve at Central High School will express approval of the change to the Trimester/Modular Scheduling Plan.

Description of Instructional Activity

All classes taught for grades ten, eleven, and twelve at Central High School during the 1972-73 school year were scheduled under the Trimester/Modular Scheduling Plan. Twenty-seven teachers and three guidance counselors from the Central High School staff were enrolled in an inservice education program during the 1971-72 school year to help them adjust their planning and instruction to the time allotments of the experimental schedule. Thirty-six additional members of the school's professional staff were enrolled in a similar inservice education program, either on a full-time or a part-time basis, during 1972-73.

Collection of Data

On May 17, 1973, the Scheduling Preference Opinionnaire for Teachers was distributed to all teachers who attended the Central High School staff meeting on that day. Teachers were informed that those who were absent from the May 17 staff meeting could obtain blank opinionnaire forms from the secretary to the high school principal. A total of sixty-nine opinionnaires were distributed to classroom teachers and guidance counselors. Teachers were asked to complete the opinionnaire and return it, unsigned, to the secretary to the principal on or before May 25.

On June 1, sixty-three completed, but unsigned, opinionnaires were released by the principal's secretary to the President of the Cape Girardeau Community Teachers' Association, and the Central High School Building Representative to that organization. Opinionnaire responses were counted and tallied by those classroom teachers and the results were reported to the Project Director.

Part I of the Scheduling Preference Opinionnaire for Teachers gave respondents the options of expressing a preference for teaching classes under the Trimester/Modular Scheduling Plan, under the traditional 180-day/seven-period plan, or no preference for one plan over the other.

Part II of the Scheduling Preference Opinionnaire for Teachers gave teachers who had expressed a preference for the Trimester/Modular Plan, and those who expressed no preference, an opportunity to respond to a checklist of reasons why they preferred the experimental schedule. Those teachers were also invited to add in writing any reasons they had for preferring the Trimester/Modular Schedule which had not been included in the checklist.

Part III of the Scheduling Preference Opinionnaire for Teachers gave those teachers who had expressed a preference for the 180-day/seven-period schedule, and those who expressed no preference, an opportunity to respond to a checklist of reasons why they disliked the Trimester/Modular Scheduling Plan. Those teachers were also invited to add in writing any other reasons they had for disliking the experimental schedule which had not been included in the checklist.

Part IV of the opinionnaire asked teachers to express a preference for Central High School remaining on the Trimester/Modular Schedule or for returning to the traditional 180-day/seven-period plan.

Results for Objective 6

Sixty-three of the sixty-nine teachers who received opinionnaires returned completed forms. Of this number 36, or 57.1 percent of those responding, expressed a preference for teaching classes under the Trimester/Modular Plan. Thirteen teachers, or 20.6 percent, expressed a preference for teaching classes under the traditional 180-day/seven-period plan. Ten, or 15.9 percent, stated they had no preference between the experimental and traditional schedules. Four, or 6.3 percent, failed to check any of the three responses, preferring, instead, to write in a qualification of their preference on class schedules.

A total of forty-six teachers who preferred the Trimester/Modular Schedule, or had no preference, responded to Part II of the opinionnaire. Their most frequently checked reason for preferring the Trimester/Modular Schedule was that teachers liked the opportunity to use more kinds of instructional activities permitted by the longer class periods. Twenty-four, or 52.2 percent of the respondents to Part II, checked this reason for their preference. Slightly fewer than one-half of the respondents to Part II preferred the experimental schedule because they could immediately reinforce concepts which had just been taught with supervised study and practice, 22 or 47.8 percent; they liked the longer period of uninterrupted work time in class every day, 20 or 43.5 percent; and because they could individualize instruction better under the Trimester/Modular Schedule, 19 or 41.3 percent.

Of the total of twenty-three teachers who responded to Part III, the largest number, 18 or 78.3 percent, objected to the Trimester/Modular Schedule because they could not cover as much content as they could under the 180-day/seven-period plan. Those teachers, who had expressed a preference for the traditional class schedule, or no preference, in Part I also frequently expressed a dislike for the Trimester/Modular Schedule because make-up work following absence from school was more difficult when the class was moving at the accelerated trimester pace, 17 or 73.9 percent; they believed most students needed more days on a concept to give it time to "soak in", 12 or 52.2 percent; and they found the passing of some students at the end of each module to be distracting to those classes remaining in session, 12 or 52.2 percent.

Slightly fewer than one-half of those responding to Part III believed that planning placed more demands on their time under the Trimester/Modular Schedule, 11 or 47.8 percent; and that students did not master the subject as well under the accelerated pace of the twelve-week trimester, 10 or 43.5 percent.

When teachers were asked in Part IV of the opinionnaire to express a preference for Central High School remaining on the Trimester/Modular Scheduling Plan or for returning to the traditional schedule with 180, 55-minute periods for each course, the largest number of respondents refused to check either option. Instead, thirty-six of the sixty-three respondents, or 57.1 percent, preferred to respond in writing with most suggesting a variety of modifications in the Trimester/Modular Plan. Some of these respondents also suggested retaining the flexible class period length of modular scheduling, but favored returning to ninety-day semesters in preference to sixty-day trimesters. Twenty-four respondents to Part IV, or 38.1 percent, expressed a desire to remain on the Trimester/Modular Scheduling Plan. Only three of the sixty-three teachers responding to the opinionnaire expressed a desire to return to the traditional 180-day/ seven-period schedule.

A complete summary of results from the Scheduling Preference Opinionnaire for Teachers is presented in Appendix H.

Findings Relative to Objective 6

Since thirty-six, or 57.1 percent, of the sixty-three Central High School teachers who responded to the Scheduling Preference Opinionnaire for Teachers stated they preferred teaching classes under the Trimester/Modular Scheduling Plan, it must be stated that Objective 6 was achieved.

OBJECTIVE 7

Statement of Objective 7

At the end of the 1972-73 school year, a majority of a random sample of 25 percent of the parents of Central High School pupils will approve of the change to the Trimester/Modular Scheduling Plan.

Description of Instructional Activity

During the 1972-73 school year all pupils attending Central High School in grades, ten, eleven, and twelve were scheduled for all classes under the Trimester/Modular Scheduling Plan. (See Appendix B)

Collection of Data

At the beginning of the third trimester, March 1, 1973, every fourth schedule card for tenth, eleventh and twelfth graders enrolled at Central High School for that trimester was removed from the alphabetical file of student schedules. A list of names and addresses of parents was taken from those schedule cards. It was then verified that no parents were recorded twice on the list and would, therefore, receive two opinionnaires. The final list of randomly selected names included parents from 279 homes.

The Scheduling Preference Opinionnaire for Parents was mailed to those 279 homes on April 14, 1973. Each mailing included a stamped, self-addressed envelope for the convenience of the parents in returning the completed opinionnaire.

Part I of the Scheduling Preference Opinionnaire for Parents gave respondents the options of stating that the Trimester/Modular Scheduling Plan was an improvement over the 180-day/seven-period plan, that the Trimester/Modular Scheduling Plan was not as good an approach to scheduling as the 180-day/seven-period plan, or that one plan was not any better than the other.

Part II of the parent opinionnaire gave respondents who had expressed approval of the Trimester/Modular Plan, or expressed no preference, in Part I an opportunity to respond to a checklist of reasons for preferring the Trimester/Modular Plan. Those parents were also invited to add in writing any reasons they had for preferring the Trimester/Modular Plan which had not been included in the checklist for Part II.

Part III of the parent opinionnaire gave respondents who had expressed disapproval of the Trimester/Modular Plan, or expressed no preference, in Part I an opportunity to respond to a checklist of reasons for disapproving of the Trimester/Modular Plan. Those parents were also invited to add in writing any reasons they had for disapproving of the Trimester/Modular Plan which had not been included in the checklist for Part III.

Part IV of the parent opinionnaire gave all respondents an opportunity to express a preference for Central High School remaining on the Trimester/Modular Scheduling Plan, a preference for returning to the traditional 180-day/seven-period schedule, or no preference.

Results for Objective 7

A total of 139 completed Scheduling Preference Opinionnaires for Parents were returned before June 1, 1973, a return of 49.8 percent. Sixty of those respondents, or 43.2 percent, expressed the opinion that the Trimester/Modular Scheduling Plan was an improvement over the traditional 180-day/seven-period schedule. Sixty-two, or 44.6 percent, were of the opinion that the Trimester/Modular Plan was not as good a scheduling plan as the traditional schedule. Seventeen, or 12.2 percent, could not see that either plan for scheduling was superior to the other.

A total of seventy-seven parents who had expressed approval of the Trimester/Modular Scheduling Plan, or had no preference, in Part I responded to Part II of the parent opinionnaire. Fifty-eight of those respondents, or 75.3 percent, approved of the Trimester/Modular Plan because it enabled their child to enroll for more courses. Fifty-five, or 71.4 percent, approved of the Trimester/Modular Schedule because they believed their child learned better when he did not have to concentrate on so many subjects at one time. More than one-half of the parents responding to Part II approved the Trimester/Modular Schedule because their child was more interested in school under this plan, 45 or 58.4 percent; their child was able to complete a course he did not like in twelve weeks instead of a full year, 44 or 57.1 percent; and having fewer subjects at one time and course-related supervised study sections instead of study halls helped their child get more work done at school and reduced his homework load, 41 or 53.2 percent. Slightly fewer than one-half of the respondents to Part II approved the experimental schedule because their child could fulfill graduation requirements sooner, 35 or 45.4 percent; and because their child was more interested in school since the longer class periods allowed him to get more involved in what he was studying, 31 or 40.3 percent.

Seventy-nine parents who had expressed disapproval of the Trimester/ Modular Scheduling Plan, or had expressed no preference, in Part I responded to Part III of the Scheduling Preference Opinionnaire for Parents. The greatest number of those parents, 58 or 74.4 percent, disapproved of the Trimester/Modular Plan because their child got bored in the two-hour periods used for some classes. More than one-half of the respondents to

Part III disliked the experimental schedule because they believed their child learned more under the 180-day/seven-period schedule, 45 or 57 percent; they felt their child wasted more time under the Trimester/Modular Schedule, 42 or 53.2 percent; and their child had had an unbalanced load during the year with an excessively heavy load one trimester and too light a load during another, 41 or 51.9 percent. Thirty-eight parents, or 48.1 percent, did not approve of that feature of the Trimester/Modular Schedule which would allow their child to accumulate credits more rapidly and graduate in less than four years.

For some unexplained reason, only 109 of the 139 parents responding to the opinionnaire chose to express a preference in Part IV as to whether or not Central High School should remain on the Trimester/Modular Scheduling Plan or return to the 180-day/seven-period schedule. However, of those 109 respondents, 58 or 53.2 percent, stated that they wanted to see the school continue with the Trimester/Modular Scheduling Plan. Forty-eight respondents, or 44 percent, stated that they would like to see Central High School return to the traditional 180-day/seven-period plan. Only three respondents checked the option stating that they did not care how classes were scheduled at Central High School.

Several parents, both favoring and disapproving the Trimester/Modular Scheduling Plan, included in writing modifications they would recommend in scheduling at Central High School. Some recommendations were concerned with a change in the trimester year; others recommended modification in the modular day.

A complete summary of results from the Scheduling Preference Opinionnaire for Parents is exhibited in Appendix I.

A report of the results from the Scheduling Preference Opinionnaire for Parents would not be complete without also reporting an event which could have possibly biased the returns on those opinionnaires.

Opinionnaires were mailed to parents on Saturday afternoon, April 14, 1973. The opinionnaires were received by parents on Monday, April 16. On Monday night, April 16, a representative from an ad hoc committee of citizens, organized to bring pressure on the Cape Girardeau Board of Education to abandon the Trimester/Modular Scheduling Plan, appeared before a meeting of the Board to read a statement in opposition to the scheduling plan. This report was biased and highly opinionated. It was based largely on gossip the reporter had heard and contained much erroneous and misleading information. On the afternoon of April 17, shortly after the Scheduling Preference Opinionnaire for Parents had been received by parents, this misleading statement was paraphrased in the Southeast Missourian, the major daily newspaper serving the Cape Girardeau community. A copy of this statement, as it was supplied to the newspaper by the reporter is exhibited in Appendix J.

It is probable that publication of this misleading statement at that time had considerable influence on the response of the sampling of parents to the opinionnaire.

Findings Relative to Objective 7

The validity of responses to the Scheduling Preference Opinionnaire for Parents is highly questionable due to the adverse and misleading publicity received by the Trimester/Modular Scheduling Plan during the time opinionnaires were being completed by parents. Still, on the basis of parents' responses to Part I of the opinionnaire, it must be stated that the objective of receiving approval for the Trimester/Modular Scheduling

Plan from a majority of the parents polled was not achieved. Slightly more than one-half of those parents expressing a preference preferred the 180-day/seven-period schedule to the Trimester/Modular Scheduling Plan.

SUMMARY OF ACHIEVEMENT OF OBJECTIVES

Four of the seven objectives established for the project for the 1972-73 operational year were achieved. Those objectives dealing with implementation of the Trimester/Modular Scheduling Plan, and with the attitudes and achievement of students were achieved. The objective dealing with acceptance of the scheduling plan by teachers was also successfully met.

The objective dealing with acceptance of the innovative schedule by parents was not achieved, even though failing to gain acceptance by a small margin under questionable circumstances.

While many successes could be noted for results of the inservice education component, the two objectives dealing with this aspect of the project were not achieved, as stated.

Objective 1

Conversion from the traditional class scheduling plan to the Trimester/Modular Scheduling Plan will be totally accomplished for all classes and all students enrolled during the 1972-73 school term. **Achieved**

Objective 2

Thirty teachers in the inservice education program will revise and adapt one course which they teach to the Trimester/Modular Scheduling Plan before June 15, 1973. **Not Achieved**

Objective 3

Thirty-eight teachers enrolled in the inservice education program shall improve their knowledge of, and skill in, the following teaching activities:

a. constructing and writing behaviorally stated instructional objectives.

b. using, effectively, audio-visual media in instruction.

c. planning for the use of resource people in instruction.

d. planning and supervising instructional field trips.

e. employing inquiry and guided discovery techniques in instruction.

f. using role playing and simulation gaming as instructional strategies.

g. planning and conducting instruction in the independent and one-to-one modes.

h. planning continuous progress, mastery learning units of instruction.

i. evaluation of learning outcomes. Not Achieved

Objective 4

Pupils in grades ten, eleven, and twelve attending Central High School in 1972-73 under the Trimester/Modular Scheduling Plan will achieve as well as, or better than, Central High School pupils from the three preceding years, 1969-70, 1970-71, and 1971-72, as indicated by the mean standard score for each grade on each of six subtests of the Tests of Academic Progress (TAP). Achieved

Objective 5

At the end of the 1972-73 school year, a majority of pupils who have attended Central High School, grades ten, eleven, and twelve, during that year will express a preference for the Trimester/Modular Scheduling Plan over the traditional 180-day/seven-period scheduling plan. Achieved

Objective 6

At the end of the 1972-73 school year, a majority of the teachers in grades ten, eleven, and twelve at Central High School will express approval of the change to the Trimester/Modular Scheduling Plan. Achieved

Objective 7

At the end of the 1972-73 school year, a majority of a random sample of 25% of the parents of Central High School pupils will approve of the change to the Trimester/Modular Scheduling Plan. Not Achieved

PART III

REPORT OF DISSEMINATION ACTIVITIES

REPORT OF DISSEMINATION ACTIVITIES

Dissemination of information concerning the project was achieved through the following activities during the 1972-73 operational year.

1. Through publication and distribution of 36 editions of the Weekly Newsletter of ESEA Title III Activities to the following recipients:

   Secondary School Teachers and Administrators (50 copies)
   Central Office Administrators (6 copies)
   Members of the Cape Girardeau Board of Education (6 copies)
   Local Parochial Schools (2 copies)
   Local Newspapers (2 copies)
   Local Broadcasting Companies (4 copies)
   Local Chamber of Commerce (1 copy)
   Southeast Missouri State University, Education Department (1 copy)
   Missouri State Department of Education (1 copy)

   Single editions were also mailed to interested parties on numerous occasions during the year, including candidates for the Board of Education, staff members at the University of Missouri-Columbia, inservice education consultants, area school administrators, and others.

2. Through publication and distribution of a descriptive brochure, The Trimester/Modular Scheduling Plan, and continued distribution of a descriptive brochure published in 1972, Facilitating Learning Through Systems Modification.

3. Through three on-site visits by teams of interested educators to study and observe the Trimester/Modular Schedule in operation.

4. Through a one-day seminar for nine visiting educators held on April 13, 1973. A second seminar scheduled for May 4, was

cancelled due to calendar conflicts of participants which reduced enrollment to the point where it was not considered worthwhile.

5. Through oral and audio-visual presentations by the Project Director, or other school personnel, to parent and citizen groups (3), the Board of Education (3), student groups or classes (2), and civic organizations (1).
6. Through interview programs broadcast on television (1) and radio (1).
7. Through more than forty news articles appearing in local newspapers.
8. Through numerous letters from the Project Director, and mailings of descriptive brochures, to interested parties.

It must be reported that several of the newspaper articles which appeared in the local press during April, May, and June, 1973, originated from public controversy over the Trimester/Modular Schedule. A locally formed ad hoc committee, "The Committee for Quality Education", initiated the controversy at an Open Forum for Parents sponsored by the Parent-Teacher Council on March 13, 1973. The controversy grew from that date into a vicious campaign by that citizen's group aimed at forcing the Cape Girardeau Board of Education to discontinue the ESEA Title III Project at the end of the 1972-73 operational year. The public campaign subsided before the end of May, 1973, but the controversy over whether to continue or discontinue the project was kept alive through the end of June by members of the Board of Education who had been elected to office following approval of the project by the Board in 1970.

APPENDIX A

THE TRIMESTER/MODULAR SCHEDULING PLAN

THE SCHOOL YEAR, 1972-73

The school year will be divided into 3 trimesters of 60 days (12 weeks) each.

FIRST TRIMESTER

August	28	29	30	31	1	5 days
September	Labor Day	5	6	7	8	4 days
September	11	12	13	14	15	5 days
September	18	19	20	21	22	5 days
September	25	26	27	28	29	5 days
October	2	3	4	5	6	5 days
October	9	10	11	12	13	5 days
October	16	17	18	19	20	5 days
October	23	24	25	26	27	5 days
October	30	31	1	2	3	5 days
November	6	7	8	9	10	5 days
November	13	14	15	16	17	5 days
November	Final 20 Exams					1 day

Total Days = 60 days

SECOND TRIMESTER

November		21	22	Thanksgiving Vacation		2 days
November	27	28	29	30	1	5 days
December	4	5	6	7	8	5 days
December	11	12	13	14	15	5 days
December	18	19	20	Christmas Vacation		3 days
January	New Year	2	3	4	5	4 days
January	8	9	10	11	12	5 days
January	15	16	17	18	19	5 days
January	22	23	24	25	26	5 days
January	29	30	31	1	2	5 days
February	5	6	7	8	9	5 days
February	12	13	14	15	16	5 days
February	Washington's Birthday	20	21	22	23	4 days
February	26	Final 27 Exams				2 days

Total Days = 60 days

THIRD TRIMESTER

February			28	1	2	3 days
March	5	6	7	8	9	5 days
March	12	13	14	Southeast District Teachers' Convention		3 days
March	19	20	21	22	23	5 days
March	26	27	28	29	30	5 days
April	2	3	4	5	6	5 days
April	9	10	11	12	13	5 days
April	16	17	18	Easter Vacation		3 days
April	Easter Vacation		25	26	27	3 days
April	30	1	2	3	4	5 days
May	7	8	9	10	11	5 days
May	14	15	16	17	18	5 days
May	21	22	23	24	25	5 days
May	Memorial Day	29	Final 30 Exams	Teachers' Work Day	1	3 days

Total Days = 60 days

THE SCHOOL DAY

Each school day will be divided into 14 modules of 27 minutes with 5 minute passing time between modules as follows:

Module	Time
1	8:00 - 8:27
2	8:32 - 8:59
3	9:04 - 9:31
4	9:36 - 10:03
5	10:08 - 10:35
6*	10:40 - 11:07
7*	11:12 - 11:39
8*	11:44 - 12:11
9*	12:16 - 12:43
10	12:48 - 1:15
11	1:20 - 1:47
12	1:52 - 2:19
13	2:24 - 2:51
14	2:56 - 3:23

*Modules 6, 7, 8, 9 are lunch modules. Each student will be scheduled for a lunch break at one of these modules.

THE CLASS SCHEDULE

The various classes will be scheduled for different combinations of modules as follows:

A. Full-Unit Non-Laboratory Classes Compatible with Long Multi-Module Blocks of Time, 4 Modules Each for 1 Trimester.

Module	27 minutes
Passing time	5 minutes
Module	27 minutes
*Passing time	5 minutes
Module	27 minutes
Passing time	5 minutes
Module	27 minutes
Total Class Time (no break)	123 minutes per day

5 days X 123 minutes per day = 615 minutes per week
60 days X 123 minutes per day = 7,380 minutes per trimester
*With a 5-minute break = 118 class minutes per day
60 days X 118 minutes per day = 7,080 minutes per trimester

Courses scheduled for 4 modules and completed in 12 weeks are:

Business Education: Clerical Record Keeping

Communicative Skills: English I, II, III, and IV; French III, IV, and V; Spanish III and IV; and Latin III

Mathematics: Intermediate Math II, Geometry, Advanced Algebra and Trigonometry, Advanced Mathematical Analysis, and Analytic Geometry.

Social Studies: World History, American History I, American History II, World Geography, International and Intercultural Relations

BEST COPY AVAILABLE

B. Full-Unit Laboratory Classes Compatible with Long Multi-Module Blocks of Time, 5 Modules Each for 1 Trimester. (For definition of laboratory classes see THE SCHOOL ADMINISTRATORS HANDBOOK, 1969, p. 131)

Module	27 minutes
Passing time	5 minutes
Module	27 minutes
*Passing time	5 minutes
Module	27 minutes
*Passing time	5 minutes
Module	27 minutes
Passing time	5 minutes
Module	27 minutes
Total Class Time (no break)	155 minutes per day

5 days X 155 minutes per day = 775 minutes per week

60 days X 155 minutes per day = 9,300 minutes per trimester

*With a 5-minute break at one of these passing times the class time per day would be reduced to 150 minutes in the clear.

5 days X 150 minutes per day = 750 minutes per week

60 days X 150 minutes per day = 9,000 minutes per trimester

Courses scheduled for 5 modules and completed in 12 weeks are:

Business Education: Shorthand and Regular Bookkeeping

Fine Arts: Art III and Art IV

Industrial Arts: General Shop, Woodworking, Metalwork, Basic Electricity, General Drafting, and Power Mechanics

Science: General Science, Applied General Science, Earth Science, General Biology, Advanced Biology, Physics, and Chemistry

BEST COPY AVAILABLE

C. One-Half Unit Non-Laboratory Classes, 2 Modules Each for 1 Trimester.

Module	27 minutes
Passing time	5 minutes
Module	27 minutes
Total Class Time (no break)	59 minutes

5 days X 59 minutes per day = 295 minutes per week
60 days X 59 minutes per day = 3,540 minutes per trimester (1/2 unit)

Courses scheduled for 2 modules and completed in 12 weeks are:

Business Education: Basic Business I, Basic Business II, Business Law, and Notehand

Communicative Skills: Reading Improvement, Composition, Humanities, Speech I, Speech II, Debate, Dramatics, Journalism I, Journalism II, Latin I-A, Latin I-B, Latin II-A, Latin II-B, French I-A, French I-B, French II-A, French II-B, Spanish I-A, Spanish I-B, Spanish II-A, and Spanish II-B

Fine Arts: Art I, Art II, Art Appreciation, Fundamentals of Music I, Fundamentals of Music II, and Music Appreciation

Health and Physical Education: Health

Mathematics: Refresher Mathematics, Consumer Mathematics, Intermediate Math I-A, Intermediate Math I-B, Algebra I-A, and Algebra I-B

Social Studies: Government, Economics, Sociology, Family Relations, Contemporary Issues, and Psychology

Vocational Education: Introduction to Marketing, Sales Process, Advertising and Display, Management and Distribution

BEST COPY AVAILABLE

D. One-Half Unit Laboratory Classes, 3 Modules Each for 1 Trimester.

Module	27 minutes
*Passing time	5 minutes
Module	27 minutes
*Passing time	5 minutes
Module	27 minutes
Total Class Time (no break)	91 minutes per day

5 days X 91 minutes per day = 455 minutes per week
60 days X 91 minutes per day = 5,460 minutes per trimester (1/2 unit)
*With a 5-minute break at one of these passing times the class time per day would be reduced to 86 minutes in the clear.
5 days X 86 minutes per day = 430 minutes per week
60 days X 86 minutes per day = 5,160 minutes per trimester (1/2 unit)

Courses scheduled for 3 modules and completed in 12 weeks are:

Business Education: Typewriting I and Typewriting II.

Fine Arts: Ceramics, and Painting and Drawing

Health and Physical Education: Driver Education

Home Economics: Feeding the Family, Advanced Foods, Clothing, Dressmaking, Tailoring, Home Nursing and Child Care, Housing and Home Decoration, Personal Appearance

E. Classes Meeting 2-Module Blocks for a Full Year

Module	27 minutes
Passing time	5 minutes
Module	27 minutes
Total Class Time (no break)	59 minutes per day

5 days X 59 minutes per day = 295 minutes per week
180 days X 59 minutes per day = 10,620 minutes per year

Classes which would be scheduled for 2 modules per day for a full year are:

Communicative Skills: School Publications

Music: Band, Orchestra, Stage Band, Glee Club, Chior, Chamber Choir, and Concert Choir

Vocational-Technical Education: Cooperative Occupational Education Related Studies

F. Fractional Unit Classes Meeting 2-Module Blocks for 1 Trimester.

Module	27 minutes
Passing time	5 minutes
Module	27 minutes
Total Class Time (no break)	59 minutes per day

5 days X 59 minutes per day = 295 minutes per week
60 days X 59 minutes per day = 3,540 minutes per trimester

Fractional unit courses scheduled for 2 modules and completed in 12 weeks are:

Touch Football	1/8 unit
Gymnastics and Tumbling	1/8 unit
Tennis and Badminton	1/8 unit
Golf and Archery	1/8 unit
Basketball	1/8 unit
Soccer and Speedball	1/8 unit
Calisthenics and Cadence Drills	1/8 unit
Volleyball	1/8 unit
Folk and Square Dance Rhythms	1/8 unit
Modern Dance and Rhythmic Expression	1/8 unit
Softball	1/8 unit
Wrestling	1/8 unit
Indoor Small Group Games	1/8 unit
Weight Training	1/8 unit
Remedial Exercise	1/8 unit

Students will be required to enroll for a minimum of eight of these trimester offerings to meet high school graduation requirements (1/8 unit X 8 = 1 unit).

BEST COPY AVAILABLE

G. Multi-Period Vocational Education Classes, 5 Modules per Day for a Full Year

Module	27 minutes
Passing time	5 minutes
Module	27 minutes
*Passing time	5 minutes
Module	27 minutes
*Passing time	5 minutes
Module	27 minutes
Passing time	5 minutes
Module	27 minutes
Total Class Time (one 5-minute break)	150 minutes per day

5 days X 150 minutes per day = 750 minutes per week
180 days X 150 minutes per day = 27,000 minutes per year (2 units)
*Class break of 5 minutes at one of these points

Courses scheduled 5 modules a day for a full year are:

Vocational Education: Auto Body and Fender I and II, Auto Mechanics I and II, Technical Design and Drafting I and II, Technical Electronics I and II, Refrigeration and Air Conditioning I and II, Graphic Arts I and II, Vocational Welding I and II, and released time for the Cooperative on-the-job Training Programs in Trade and Industrial Occupations, Distributive Education, and Office Education

BEST COPY AVAILABLE

H. Multi-Period Vocational Education Classes. 4 Modules per Day for a Full Year.

Module . . . . 27 minutes
Passing time . . . . 5 minutes
Module . . . . 27 minutes
*Passing time . . . . 5 minutes
Module . . . . 27 minutes
Passing time . . . . 5 minutes
Module . . . . 27 minutes
Total Class Time (one 5-minute break). . 118 minutes per day

5 days X 118 minutes per day = 590 minutes per week
180 days X 118 minutes per day = 21,240 minutes per year (2 units)
*Class break of 5 minutes at this point

Courses scheduled 4 modules a day for a full year are:

Vocational Education: Vocational Clerical Practice, Vocational Secretarial Practice, Vocational Bookkeeping, Data Processing, Industrial Sewing, and Kindergarten Occupations.

I. Special Education Classes (Educable Mentally Retarded)

Special education classes will be scheduled in self-contained classrooms for a 5 or 6 module block-of-time each day. The remainder of their day will be spend in other departmentalized classes in the regular program, or in the supervised work program.

J. Special Options in Independent Study

Seniors who have fulfilled graduation requirements, and who choose to do so, may elect to submit a proposal for an independent study project. If their proposal is approved they may substitute the independent study project in lieu of up to four modules of regular coursework in one trimester. Independent study programs may be proposed in English, foreign languages, mathematics, science, and social studies.

APPENDIX B

THE 1972-73 MASTER SCHEDULE

FIRST TRIMESTER

	8:00 8:27 1	8:32 8:59 2	9:04 9:31 3	9:36 10:03 4	10:08 10:35 5	10:40 11:07 6	11:12 11:39 7	11:44 12:11 8	12:16 12:43 9	12:48 1:15 10	1:20 1:47 11	1:52 2:19 12	2:24 2:51 13	2:56 3:23 14
ESCHILIMANN	TYPING I 164C				TYPING I 162C							TYPING I 162C		
EAUCHAMP	SS 165C		SS LIB.		SS 163C			TECH. D & D I & II 109V						
OCK	ENGLISH II 121J								ENGLISH II 121J				SS 121J	
RUNKHORST	AUTO MECH. I T-B Begins at 7:30													
ANNON			MATH IA-IB 213C		CONS. MATH 213C				INT. MATH IA-IB 213C		REF. MATH 213C		SS 213C	
CARTER	GOVERNMENT 217C		SS 217C		GOVERNMENT 217C				GOVERNMENT 217C		FAMILY REL. 217C			
COMPTON	SPECIAL EDUCATION 152C													

FIRST TRIMESTER

	8:00 8:27 1	8:32 8:59 2	9:04 9:31 3	9:36 10:03 4	10:08 10:35 5	10:40 11:07 6	11:12 11:39 7	11:44 12:11 8	12:16 12:43 9	12:48 1:15 10	1:20 1:47 11	1:52 2:19 12	2:24 2:51 13	2:56 3:23 14
COPELAND	JUNIOR HIGH								FEEDING THE FAMILY N-52C			FEEDING THE FAMILY N-52C		
CROWLEY	MATH III 212C						MATH II 214C				SS LIB.			
DECKER	SS LIB.				WORLD GEOGRAPHY 161C						AMERICAN HISTORY 161C			
DICKENS			TECH. ELECTRICITY I 108V						TECH. ELECTRICITY II 108V					
ELLISON	BAS. BUS. I 163C			SS LIB.										
EWING	BAND BR						JUNIOR HIGH		STAGE BAND BR		JUNIOR HIGH			
FINLEY	AMERICAN HISTORY 17J						AMERICAN HISTORY 17J				SS 17J			

FIRST TRIMESTER

	8:00 8:27 1	8:32 8:59 2	9:04 9:31 3	9:36 10:03 4	10:08 10:35 5	10:40 11:07 6	11:12 11:39 7	11:44 12:11 8	12:16 12:43 9	12:48 1:15 10	1:20 1:47 11	1:52 2:19 12	2:24 2:51 13	2:56 3:23 14
AU			EARTH SCIENCE 165C							EARTH SCIENCE 165C				
ULCY	PHYSICAL ED GYM		PHYSICAL ED GYM				HEALTH 160C		HEALTH 160C		HEALTH 160C			
JAYNES	METAL WORK M-S							POWER MECHANICS M-S						
JOHNSON			CHEMISTRY 218C							CHEMISTRY 218C				
KESTER	ART I 216J			ART I 215J			ART I 218J					PAINTING & DRAWING 215J		
KIES			AMERICAN HISTORY 210C							AMERICAN HISTORY 210C			SS 210C	
KING	DRIVER EDUCATION T-B			SS T-B	DRIVER EDUCATION T-B					DRIVER EDUCATION T-B				

FIRST TRIMESTER

	8:00 8:27 1	8:32 8:59 2	9:04 9:31 3	9:36 10:03 4	10:08 10:35 5	10:40 11:07 6	11:12 11:39 7	11:44 12:11 8	12:16 12:43 9	12:48 1:15 10	1:20 1:47 11	1:52 2:19 12	2:24 2:51 13	2:56 3:23 14
KITCHEN	HEALTH 160C		HEALTH 160C		HEALTH 160C				PHYSICAL ED GYM		PHYSICAL ED GYM			
KNIGHT	CONT. ISSUES 216C		GOVERNMENT 216C		SS 216C		GOVERNMENT 216C						CONT. ISSUES 216C	
KRAUSS	COE DE REL. 105V					INT. MKT. & D 104V								
LANG				INT. MKT. & D. 105V		COE DE REL. 105V								
LEFLER	PHYSICAL ED GYM		PHYSICAL ED GYM		PHYSICAL ED GYM		PHYSICAL ED GYM				PHYSICAL ED GYM			
LITTLE			ELECTRICITY G-S							WOODWORKING G-S				
LOCKHART			SCHOOL NEWSP. 156C		SCHOOL NEWSP. 156C		JOURNALISM I 156C				SS 156C		SCH. YEARBOOK 156C	

FIRST TRIMESTER

	8:00 8:27 1	8:32 8:59 2	9:04 9:31 3	9:36 10:03 4	10:08 10:35 5	10:40 11:07 6	11:12 11:39 7	11:44 12:11 8	12:16 12:43 9	12:48 1:15 10	1:20 1:47 11	1:52 2:19 12	2:24 2:51 13	2:56 3:23 14
LOHR	CLERICAL PRACTICE 103V				SECRETARIAL PRACTICE 103V						COOP. OFF. ED 105V			
LONG	ENGLISH II 159C								SPEECH I 159C		SPEECH I 159C		SS 159C	
LYNCH, G.	GENERAL BIOLOGY 220C						SS AUD.			SS AUD.	SS CAFETERIA			
LYNCH, S.	ENGLISH II 119J								ENGLISH II 119J				SS 119J	
McFERRON			AUTO BODY I T-B						AUTO BODY II T-B					
MALAHY	JUNIOR HIGH		SS 123J		LATIN IA-IB 123[illegible]						SS 123J		JUNIOR HIGH	
MILLIGAN	PHYSICAL ED GYM		PHYSICAL ED GYM		PHYSICAL ED GYM		PHYSICAL ED GYM		PHYSICAL ED GYM					

FIRST TRIMESTER

	8:00 8:27 1	8:32 8:59 2	9:04 9:31 3	9:36 10:03 4	10:08 10:35 5	10:40 11:07 6	11:12 11:39 7	11:44 12:11 8	12:16 12:43 9	12:48 1:15 10	1:20 1:47 11	1:52 2:19 12	2:24 2:51 13	2:56 3:23 14
IZE			GRAPHIC ARTS I & II 102V						GRAPHIC ARTS I & II 102V					
UEGGE			AMERICAN HISTORY 209C						SS 209C		AMERICAN HISTORY 209C			
YERS	SS 211C		SPANISH IA-IB 211C						SPANISH IA-IB 211C		SPANISH III 211C			
PHILLIPS	ENGLISH III 153C				SS 155C						ENGLISH III 153C			
PLUNK	SS 213C				MATH III 212C						INTERMEDIATE MATH II 212C			
PROFILET			ADVANCED BIOLOGY 221C							GENERAL BIOLOGY 221C				
PULLEY			CLOTHING S-52C			CLOTHING S-52C				TAILORING S-52C			SS S-52C	

FIRST TRIMESTER

	8:00 8:27 1	8:32 8:59 2	9:04 9:31 3	9:36 10:03 4	10:08 10:35 5	10:40 11:07 6	11:12 11:39 7	11:44 12:11 8	12:16 12:43 9	12:48 1:15 10	1:20 1:47 11	1:52 2:19 12	2:24 2:51 13	2:56 3:23 14
PULLEY, F.	DRIVER EDUCATION T-B			SS T-B	DRIVER EDUCATION T-B			SS T-B		DRIVER EDUCATION T-B				
RENFROW	CERAMICS 215J					CERAMICS 215J			CERAMICS 215J					
ROSE			VOCATIONAL WELDING I & II 112V						VOCATIONAL WELDING I & II 112V					
RUSSELL	DRIVER EDUCATION T-B			SS T-B	DRIVER EDUCATION T-B			SS T-B		DRIVER EDUCATION T-B				
SADLER	ENGLISH IV 155C						SS 155C		SS 155C				SS 154C	
SANDER, J.	SS 106V			VOCATIONAL SEWING 106V				"				CHILD CARE 106V		
SANDER, N.			PHYSICAL ED GYM		PHYSICAL ED GYM				PHYSICAL ED GYM		PHYSICAL ED GYM		PHYSICAL ED GYM	

FIRST TRIMESTER

	8:00 8:27 1	8:32 8:59 2	9:04 9:31 3	9:36 10:03 4	10:08 10:35 5	10:40 11:07 6	11:12 11:39 7	11:44 12:11 8	12:16 12:43 9	12:48 1:15 10	1:20 1:47 11	1:52 2:19 12	2:24 2:51 13	2:56 3:23 14
CHERER	REGULAR BOOKKEEPING 104V					SS 113V			CLERICAL RECORD KEEPING 103V					
CHRADER				TYPING I 162C			TYPING II 164C				VOCATIONAL BOOKKEEPING 104V			
CHUCH			ART III 216J						ART I 216J		ART I 216J		ART I 216J	
EYER			AUTO MECHANICS I T-B						AUTO MECHANICS II T-B					
IVIA	FRENCH IA-IB IIA-IIB 215C		FRENCH III 215C				SS 215C		SCHULTZ SCHOOL - P.M.					
MITH, H.	SPECIAL EDUCATION 154C								ENGLISH I 154C					
MITH, I.	SS 157C				ENGLISH IV 157C						ENGLISH IV 157C			

FIRST TRIMESTER

<table>
<tr><th></th><th>8:00
8:27
1</th><th>8:32
8:59
2</th><th>9:04
9:31
3</th><th>9:36
10:03
4</th><th>10:08
10:35
5</th><th>10:40
11:07
6</th><th>11:12
11:39
7</th><th>11:44
12:11
8</th><th>12:16
12:43
9</th><th>12:48
1:15
10</th><th>1:20
1:47
11</th><th>1:52
2:19
12</th><th>2:24
2:51
13</th><th>2:56
3:23
14</th></tr>
<tr><td>NIDER</td><td colspan="4">ENGLISH III
158C</td><td colspan="2">READING IMPR
158C</td><td colspan="2"></td><td colspan="2">SS
156C</td><td colspan="2"></td><td colspan="2">READING IMPR.
158C</td></tr>
<tr><td>TURM</td><td colspan="5">SS
CAFETERIA</td><td>SS
AUD.</td><td colspan="2"></td><td>SS
AUD.</td><td>SS
CAFE</td><td colspan="2"></td><td colspan="2">PHYSICAL ED
GYM</td></tr>
<tr><td>AYLOR</td><td colspan="2"></td><td colspan="2">SS
157C</td><td colspan="4">ENGLISH III
153C</td><td colspan="2"></td><td colspan="4">ENGLISH III
155C</td></tr>
<tr><td>OWSE</td><td colspan="2">PHYSICAL ED
GYM</td><td colspan="2"></td><td colspan="2">PHYSICAL ED
GYM</td><td colspan="2"></td><td colspan="2">PHYSICAL ED
GYM</td><td colspan="2">PHYSICAL ED
GYM</td><td colspan="2">PHYSICAL ED
GYM</td></tr>
<tr><td>VARNON</td><td colspan="2">ELECTRICITY
(J.H. ONLY)
G-S</td><td colspan="5">GENERAL DRAFTING
D-R</td><td colspan="5"></td><td colspan="2">MTL & WELDING
(J.H. ONLY)
M-S</td></tr>
<tr><td>ARREN</td><td colspan="8"></td><td colspan="5">REFRIGERATION & AIR CONDITIONING
I & II
111V</td><td></td></tr>
<tr><td>ERNER</td><td colspan="4">AUTO BODY & FENDER
T-B
Begins at 7:30</td><td colspan="10"></td></tr>
</table>

FIRST TRIMESTER

	8:00 8:27 1	8:32 8:59 2	9:04 9:31 3	9:36 10:03 4	10:08 10:35 5	10:40 11:07 6	11:12 11:39 7	11:44 12:11 8	12:16 12:43 9	12:48 1:15 10	1:20 1:47 11	1:52 2:19 12	2:24 2:51 13	2:56 3:23 14
WILLIAMS, G.	MATH II 214C				SS 214C						MATH II 214C			
WILLIAMS, J.			GLEE CLUB CR		CHOIR CR		CHAMBER CHOIR CR				CONCERT CHOIR CR		FUND. OF MUSIC I CR	
WILLIAMS, R.				DATA PROCESSING 101V						DATA PROCESSING 101V				
WITHROW	AMERICAN HISTORY 161C						SS 152C		AMERICAN HISTORY 152C					
WITVOET			SOCIOLOGY 163C						AMERICAN HISTORY 216C				PSYCHOLOGY 217C	
WOEMMEL	JUNIOR HIGH							TYPING I 162C				TYPING I 164C		
WRIGHT	SPEECH I 163C				DRAMATICS 159C		SPEECH I 159C				SS 158C		SPEECH I 160C	

11

FIRST TRIMESTER

	8:00 8:27 1	8:32 8:59 2	9:04 9:31 3	9:36 10:03 4	10:08 10:35 5	10:40 11:07 6	11:12 11:39 7	11:44 12:11 8	12:16 12:43 9	12:48 1:15 10	1:20 1:47 11	1:52 2:19 12	2:24 2:52 13	2:56 3:23 14
WULFERS	TYPING I 162C							SHORTHAND 163C					BASIC BUS. 163C	

SECOND TRIMESTER

	8:00 8:27 1	8:32 8:59 2	9:04 9:31 3	9:36 10:03 4	10:08 10:35 5	10:40 11:07 6	11:12 11:39 7	11:44 12:11 8	12:16 12:43 9	12:48 1:15 10	1:20 1:47 11	1:52 2:19 12	2:24 2:51 13	2:56 3:23 14
AESCHILIMANN	BASIC BUS I 163C				TYPING II 164C				NOTEHAND 163C			TYPING I 162C		
BEAUCHAMP	SS 210C		SS 165C						TECHNICAL DESIGN & DRAFTING I & II 109V					
BOCK			SS 121J		ENGLISH II 121J						ENGLISH II 121J			
BRUNKHORST	AUTO MECHANICS I T-B Begins at 7:30													
CANNON			MATH IA-IB 213C		MATH IA-IB 213C				INT MATH IA-IB 213C		INT MATH IA-IB 213C		SS 213C	
CARTER	FAMILY REL. 217C		SS 217C		SS 217C				INT. & INT. RELATIONS 217C					
COMPTON	SPECIAL EDUCATION 152C													

SECOND TRIMESTER

	8:00 8:27 1	8:32 8:59 2	9:04 9:31 3	9:36 10:03 4	10:08 10:35 5	10:40 11:07 6	11:12 11:39 7	11:44 12:11 8	12:16 12:43 9	12:48 1:15 10	1:20 1:47 11	1:52 2:19 12	2:24 2:51 13	2:56 3:23 14
OPELAND									FEEDING THE FAMILY N-52C			ADVANCED FOODS N-52C		
ROWLEY	INTERMEDIATE MATH II 214C						SS 154C				MATH II 212C			
DECKER			SS LIB.		AMERICAN HISTORY 161C						AMERICAN HISTORY 161C			
DICKENS			TECHNICAL ELECTRONICS I 108V						TECHNICAL ELECTRONICS II 108V					
ELLISON										BASIC BUS. I 154C		TYPING II 164C		
EWING	BAND BR								STAGE BAND BR					
INLEY	AMERICAN HISTORY 17J						AMERICAN HISTORY 17J				SS 17J			

SECOND TRIMESTER

	8:00 8:27 1	8:32 8:59 2	9:04 9:31 3	9:36 10:03 4	10:08 10:35 5	10:40 11:07 6	11:12 11:39 7	11:44 12:11 8	12:16 12:43 9	12:48 1:15 10	1:20 1:47 11	1:52 2:19 12	2:24 2:51 13	2:56 3:23 14
GAU			CHEMISTRY 218C							CHEMISTRY 218C				
HULCY	PHYSICAL ED GYM		PHYSICAL ED GYM				HEALTH 160C		HEALTH 160C		HEALTH 160C			
JAYNES	POWER MECHANICS MS							POWER MECHANICS MS						
JOHNSON			PHYSICS 220C							PHYSICS 220C				
KESTER	ART II 216J		ART I 216J		ART I 216J		ART I 218J						ART I 216J	
KIES			AMERICAN HISTORY 210C						AMERICAN HISTORY 210C				SS 210C	
KING	DRIVER EDUCATION T-B			SS T-B	DRIVER EDUCATION T-B					DRIVER EDUCATION T-B				

SECOND TRIMESTER

	8:00 8:27 1	8:32 8:59 2	9:04 9:31 3	9:36 10:03 4	10:08 10:35 5	10:40 11:07 6	11:12 11:39 7	11:44 12:11 8	12:16 12:43 9	12:48 1:15 10	1:20 1:47 11	1:52 2:19 12	2:24 2:51 13	2:56 3:23 14
KITCHEN	HEALTH 160C		HEALTH 160C		HEALTH 160C				PHYSICAL ED GYM		PHYSICAL ED GYM			
KNIGHT	SS 209C				GOVERNMENT 216C		CONT. ISSUES 216C				CONT. ISSUES 216C		GOVERNMENT 216C	
KRAUSS	COE DE REL. 105V					INT. MKT. & D 104V								
LANG				INT MKT & D 105V		COE DE REL. 105V								
LEFLER	PHYSICAL ED GYM		PHYSICAL ED GYM		PHYSICAL ED GYM		PHYSICAL ED GYM				PHYSICAL ED GYM			
LITTLE			WOODWORKING GS							ELECTRICITY GS				
LOCKHART	JOURNALISM I 157C		SCH. NEWSPAPER 156C		SCH NEWSPAPER 156C						SS 156C		SCH YEARBOOK 156C	

SECOND TRIMESTER

	8:00 8:27 1	8:32 8:59 2	9:04 9:31 3	9:36 10:03 4	10:08 10:35 5	10:40 11:07 6	11:12 11:39 7	11:44 12:11 8	12:16 12:43 9	12:48 1:15 10	1:20 1:47 11	1:52 2:19 12	2:24 2:51 13	2:56 3:23 14
OHR	VOC. CLERICAL PRACTICE 103V				VOC. SECRETARIAL PRACTICE 103V						COOP. OEF. ED 103V			
ONG	ENGLISH II 159C						SPEECH I 159C		SPEECH I 159C		SPEECH II 159C			
YNCH, G.	SS CAFE				SS CAFE	SS AUD.		SS 218C		GENERAL BIOLOGY 165C				
YNCH, S.			SS 119J		ENGLISH II 119J						ENGLISH II 119J			
cFERRON			AUTO BODY & FENDER I T-B						AUTO BODY & FENDER II T-B.					
ALAHY			SS 123J		LATIN IA-IB 123J			LATIN IIA-IIB 123J		JUNIOR HIGH SCHOOL				
ILLIGAN	PHYSICAL ED GYM		PHYSICAL ED GYM		PHYSICAL ED GYM		PHYSICAL ED GYM		PHYSICAL ED GYM					

SECOND TRIMESTER

	8:00 8:27 1	8:32 8:59 2	9:04 9:31 3	9:36 10:03 4	10:08 10:35 5	10:40 11:07 6	11:12 11:39 7	11:44 12:11 8	12:16 12:43 9	12:48 1:15 10	1:20 1:47 11	1:52 2:19 12	2:24 2:51 13	2:56 3:23 14
IZE			GRAPHIC ARTS I & II 102V						GRAPHIC ARTS I & II 102V					
UEGGE			AMERICAN HISTORY 209C						SS 209C		AMERICAN HISTORY 209C			
YERS	JUNIOR HIGH		SPANISH IA-IB 211C				SS 211C		SPANISH IA-IB 211C		SPANISH IIA-IIB 211C			
HILLIPS	ENGLISH III 153C				SS 159C						ENGLISH II 153C			
LUNK	MATH III 212C						MATH III 212C				SS 163C			
ROFILET			GENERAL BIOLOGY 221C							ADVANCED BIOLOGY 221C				
PULLEY, D.			PERSONAL APPEARANCE N-52C			DRESSMAKING S-52C				CLOTHING S-52C			SS S-52C	

SECOND TRIMESTER

	8:00 8:27 1	8:32 8:59 2	9:04 9:31 3	9:36 10:03 4	10:08 10:35 5	10:40 11:07 6	11:12 11:39 7	11:44 12:11 8	12:16 12:43 9	12:48 1:15 10	1:20 1:47 11	1:52 2:19 12	2:24 2:51 13	2:56 3:23 14
ULLEY, F.	DRIVER EDUCATION T-B			SS T-B	DRIVER EDUCATION T-B					DRIVER EDUCATION T-D				
ENFROW	CERAMICS 215J					CERAMICS 215J				ART APPR. 215J		CERAMICS 215J		
OSE			VOCATIONAL WELDING I & II 112V						VOCATIONAL WELDING I & II 112V					
USSELL	DRIVER EDUCATION T-B				DRIVER EDUCATION T-B				SS T-B	DRIVER EDUCATION T-B				
ADLER	ENGLISH IV 155C				HUMANITIES 155C		SS 155C				SS 155C			
ANDER, J.	CHILD CARE 106V						FAMILY REL. 106V		"	HOME DECORATION 106V			SS LIB.	
ANDER, N.			PHYSICAL ED GYM		PHYSICAL ED GYM				PHYSICAL ED GYM		PHYSICAL ED GYM		PHYSICAL ED GYM	

SECOND TRIMESTER

	8:00 8:27 1	8:32 8:59 2	9:04 9:31 3	9:36 10:03 4	10:08 10:35 5	10:40 11:07 6	11:12 11:39 7	11:44 12:11 8	12:16 12:43 9	12:48 1:15 10	1:20 1:47 11	1:52 2:19 12	2:24 2:51 13	2:56 3:23 14
CHERER	REGULAR BOOKKEEPING 113V							SS 113V	CLERICAL RECORD KEEPING 103V					
CHRADER	TYPING I 164C						TYPING II 162C				VOCATIONAL BOOKKEEPING 104V			
CHUCH	ART APPR. 218J			ART II 215J				ART III 216J						
EYER			AUTO MECHANICS I T-B						AUTO MECHANICS II T-B					
IVIA	FRENCH IA-IB IIA-IIB 215C		FRENCH IV 215C				SS 215C							
MITH, H.	SPECIAL EDUCATION 154C													
MITH, I.	SS 165C		COMPOSITION 157C		ENGLISH IV 157C								SS 157C	

SECOND TRIMESTER

	8:00 8:27 1	8:32 8:59 2	9:04 9:31 3	9:36 10:03 4	10:08 10:35 5	10:40 11:07 6	11:12 11:39 7	11:44 12:11 8	12:16 12:43 9	12:48 1:15 10	1:20 1:47 11	1:52 2:19 12	2:24 2:51 13	2:56 3:23 14
SNIDER	SS LIB.				READING IMPR 158C				ENGLISH II 158C				READING IMPR. 158C	
STURM			SS CAFE				SS AUD.			SS CAFE			PHYSICAL ED GYM	
TAYLOR	SS 156C				ENGLISH III 153C						ENGLISH III 155C			
TOWSE	PHYSICAL ED GYM				PHYSICAL ED GYM				PHYSICAL ED GYM		PHYSICAL ED GYM		PHYSICAL ED GYM	
VARNON	ELECTRICITY (J.H. ONLY) GS							GENERAL DRAFTING DR					MTL & WELDING (J.H. ONLY) MS	
WARREN									REFRIGERATION & AIR CONDITIONING 111V					
WERNER	AUTO BODY & FENDER I T-B Begins at 7:30													

SECOND TRIMESTER

	8:00 8:27 1	8:32 8:59 2	9:04 9:31 3	9:36 10:03 4	10:08 10:35 5	10:40 11:07 6	11:12 11:39 7	11:44 12:11 8	12:16 12:43 9	12:48 1:15 10	1:20 1:47 11	1:52 2:19 12	2:24 2:51 13	2:56 3:23 14
WILLIAMS, J.			GLEE CLUB CR		CHOIR CR		CHAMBER CHOIR CR				CONCERT CHOIR CR		FUND OF MUS. CR	
WILLIAMS, G.	SS 213C				MATH IV 214C						MATH IV 214C			
WILLIAMS, R.				DATA PROCESSING 101V						DATA PROCESSING 101V				
WITHROW	AMERICAN HISTORY 161C						SS 152C		AMERICAN HISTORY 152C					
WITVOET			PSYCHOLOGY 216C				SS 209C		PSYCHOLOGY 216C				SOCIOLOGY 217C	
WOEMMEL	JUNIOR HIGH SCHOOL				BUSINESS LAW 211C				TYPING I 164C					
WIRGHT	SPEECH II 158C		SPEECH I 158C				DEBATE 158C		SS 156C				DRAMATICS 159C	

SECOND TRIMESTER

	8:00 8:27 1	8:32 8:59 2	9:04 9:31 3	9:36 10:03 4	10:08 10:35 5	10:40 11:07 6	11:12 11:39 7	11:44 12:11 8	12:16 12:43 9	12:48 1:15 10	1:20 1:47 11	1:52 2:19 12	2:24 2:51 13	2:56 3:23 14
WULFERS	TYPING I 162C			SHORTHAND 163C									BAS. BUS. II 163C	

THIRD TRIMESTER

	8:00 8:27 1	8:32 8:59 2	9:04 9:31 3	9:36 10:03 4	10:08 10:35 5	10:40 11:07 6	11:12 11:39 7	11:44 12:11 8	12:16 12:43 9	12:48 1:15 10	1:20 1:47 11	1:52 2:19 12	2:24 2:51 13	2:56 3:23 14
AESCHLIMANN	TYPING II 164C			TYPING II 164C			NOTEHAND 163C					TYPING I 162C		
BEAUCHAMP	SS T-D				SS 214C				TECHNICAL DESIGN AND DRAFTING I & II 109V					
BOCK			ENGLISH II 121J				SS 121J				ENGLISH II 121J			
BRUNKHORST	AUTO MECHANICS T-B													
CANNON			REF. MATH 213C		MATH I-B 213C				REF. MATH 213C		INT. MATH IB 213C		SS 213C	
CARTER	FAMILY REL. 217C		CONT. ISSUES 217C		SS 217C				CONT. ISSUES 217C				FAMILY REL. 217C	
COPELAND								ADVANCED FOODS N-52C				DRESSMAKING S-52C		

THIRD TRIMESTER

	8:00 8:27 1	8:32 8:59 2	9:04 9:31 3	9:36 10:03 4	10:08 10:35 5	10:40 11:07 6	11:12 11:39 7	11:44 12:11 8	12:16 12:43 9	12:48 1:15 10	1:20 1:47 11	1:52 2:19 12	2:24 2:51 13	2:56 3:23 14
CROWLEY	MATH II 212C						MATH II 214C				SS LIBRARY			
DECKER			SS LIBRARY		AMERICAN HISTORY 161C						AMERICAN HISTORY 161C			
DICKENS			TECHNICAL ELECTRONICS I 108V						TECHNICAL ELECTRONICS II 108V					
ELLISON	BAS. BUS. I 165C			SS T-D										
EWING	BAND BR								STAGE BAND BR					
FINLEY	AMERICAN HISTORY II 17J						AMERICAN HISTORY II 17J				SS 17J			
RAU			GENERAL SCIENCE 165C							GENERAL SCIENCE 165C				

THIRD TRIMESTER

	8:00 8:27 1	8:32 8:59 2	9:04 9:31 3	9:36 10:03 4	10:08 10:35 5	10:40 11:07 6	11:12 11:39 7	11:44 12:11 8	12:16 12:43 9	12:48 1:15 10	1:20 1:47 11	1:52 2:19 12	2:24 2:51 13	2:56 3:23 14
HULCY	PHYSICAL ED GYM		PHYSICAL ED GYM				HEALTH 160C		HEALTH 160C		HEALTH 160C			
JAYNES	POWER MECHANICS MS							METALWORK MS						
JOHNSON			CHEMISTRY 218C							CHEMISTRY 218C				
KESTER	ART II 218J			ART II 215J		ART II 216J				ART II 215J			ART II 216J	
KIES			AMERICAN HISTORY 210C						AMERICAN HISTORY 210C				SS 210C	
BRINKOPF	DRIVER EDUCATION T-B			SS T-B	DRIVER EDUCATION T-B					DRIVER EDUCATION T-B				
KITCHEN	HEALTH 160C		HEALTH 160C		HEALTH 160C				PHYSICAL ED GYM		PHYSICAL ED GYM			

THIRD TRIMESTER

	8:00 8:27 1	8:32 8:59 2	9:04 9:31 3	9:36 10:03 4	10:08 10:35 5	10:40 11:07 6	11:12 11:39 7	11:44 12:11 8	12:16 12:43 9	12:48 1:15 10	1:20 1:47 11	1:52 2:19 12	2:24 2:51 13	2:56 3:23 14
KNIGHT	SS 216C				CONT. ISSUES 216C		GOVERNMENT 216C				ECONOMICS 216C		CONT. ISSUES 216C	
KRAUSS	COE DE REL. 104V					INT. MKT. & D 104V								
LANG				INT. MKT. & D. 105V		COE DE REL. 105V								
LEFLER	PHYSICAL ED GYM		PHYSICAL ED GYM		PHYSICAL ED GYM		PHYSICAL ED GYM				PHYSICAL ED GYM			
LITTLE			WOODWORKING GS							ELECTRICITY GS				
LOCKHART			SCH. NEWSPAPER 156C		SCH. NEWSPAPER 156C		JOURNALISM II 156C				SS 156C		SCH. YEARBOOK 156C	
LOHR	VOC. CLERICAL PRACTICE 103V				VOC. SECRETARIAL PRACTICE 103V						COOP. OFF. ED 105V			

THIRD TRIMESTER

	8:00 8:27 1	8:32 8:59 2	9:04 9:31 3	9:36 10:03 4	10:08 10:35 5	10:40 11:07 6	11:12 11:39 7	11:44 12:11 8	12:16 12:43 9	12:48 1:15 10	1:20 1:47 11	1:52 2:19 12	2:24 2:51 13	2:56 3:23 14
LONG	ENGLISH II 159C						SPEECH II 159C		SPEECH II 159C		SS 163C			
LYNCH, G.	SS CAFETERIA			GENERAL BIOLOGY 220C						SS CAFETERIA				
LYNCH, S.	ENGLISH II 119J						ENGLISH II 119J						SS 119J	
McFERRON			AUTO BODY & FENDER I T-B						AUTO BODY & FENDER II T-B					
MALAHY			SS 123J					LATIN IIB 123J						
MILLIGAN	PHYSICAL ED GYM		PHYSICAL ED GYM		PHYSICAL ED GYM		PHYSICAL ED GYM		PHYSICAL ED GYM					
MIZE			GRAPHIC ARTS I & II 102V						GRAPHIC ARTS I & II 102V					

THIRD TRIMESTER

	8:00 8:27 1	8:32 8:59 2	9:04 9:31 3	9:36 10:03 4	10:08 10:35 5	10:40 11:07 6	11:12 11:39 7	11:44 12:11 8	12:16 12:43 9	12:48 1:15 10	1:20 1:47 11	1:52 2:19 12	2:24 2:51 13	2:56 3:23 14
HUEGGE			AMERICAN HISTORY 209C						SS 209C		AMERICAN HISTORY II 209C			
MYERS			SPANISH II-B 211C		SS 211C				SPANISH IV 211C					
PHILLIPS	ENGLISH III 153C								SS 155C		ENGLISH III 153C			
PLUNK	SS 213C				MATH III 212C						MATH III 212C			
PROFILET			ADVANCED BIOLOGY 221C							GENERAL BIOLOGY - 221C				
PULLEY, D.			HOME DECORATION S-52C			PERSONAL APPEARANCE S-52C				SS S-52C		PERSONAL APPEARANCE N-52C.		
PULLEY, F.	DRIVER EDUCATION T-B				DRIVER EDUCATION T-B				SS T-B	DRIVER EDUCATION T-B				

THIRD TRIMESTER

	8:00 8:27 1	8:32 8:59 2	9:04 9:31 3	9:36 10:03 4	10:08 10:35 5	10:40 11:07 6	11:12 11:39 7	11:44 12:11 8	12:16 12:43 9	12:48 1:15 10	1:20 1:47 11	1:52 2:19 12	2:24 2:51 13	2:56 3:23 14
RENFROW	CERAMICS 215J						CERAMICS 215J					CERAMICS 215J		
ROSE			VOCATIONAL WELDING I & II 112V						VOCATIONAL WELDING I & II 112V					
RUSSELL	DRIVER EDUCATION T-B				DRIVER EDUCATION T-B			SS T-B		DRIVER EDUCATION T-B				
SADLER	HUMANITIES 155C		SS 155C				SS 155C		ENGLISH IV 157C					
SANDER, J.	CHILD CARE 106V				SS LIB.			SS LIB.			CHILD CARE T-D		SS LIBRARY	
SANDER, N.			PHYSICAL ED GYM		PHYSICAL ED GYM				PHYSICAL ED GYM		PHYSICAL ED GYM		PHYSICAL ED GYM	
SCHERER	REGULAR BOOKKEEPING 104V						BASIC BUS. II 113V					SS 113V		

THIRD TRIMESTER

	8:00 8:27 1	8:32 8:59 2	9:04 9:31 3	9:36 10:03 4	10:08 10:35 5	10:40 11:07 6	11:12 11:39 7	11:44 12:11 8	12:16 12:43 9	12:48 1:15 10	1:20 1:47 11	1:52 2:19 12	2:24 2:51 13	2:56 3:23 14
SCHRADER	TYPING II 162C				TYPING II 162C						VOCATIONAL BOOKKEEPING 104V			
SCHUCH	ART III 216J							ART IV 216J						
SEYER			AUTO MECHANICS T-B						AUTO MECHANICS II T-B					
SHOCK	SPECIAL EDUCATION 152C													
SIVIA			FRENCH V 215C				SS 215C		SCHULTZ SCHOOL					
SMITH, H.	SPECIAL EDUCATION													
SMITH, I.	COMPOSITION 157C		SS 157C		ENGLISH IV 157C								SS 157C	

THIRD TRIMESTER

	8:00 8:27 1	8:32 8:59 2	9:04 9:31 3	9:36 10:03 4	10:08 10:35 5	10:40 11:07 6	11:12 11:39 7	11:44 12:11 8	12:16 12:43 9	12:48 1:15 10	1:20 1:47 11	1:52 2:19 12	2:24 2:51 13	2:56 3:23 14
NIDER	SS 158C				READING IMPR 158C				ENGLISH III 158C				READING IMPR. 158C	
TURM	SS 210C			SS CAFE	SS AUDITORIUM							SS CAFE	PHYSICAL ED GYM	
AYLOR	SS 156C				ENGLISH III 153C						ENGLISH III 155C			
OWSE	PHYSICAL ED GYM				PHYSICAL ED GYM				PHYSICAL ED GYM		PHYSICAL ED GYM		PHYSICAL ED GYM	
VARNON	JUNIOR HIGH			METALWORK MS						SS AUD.			JUNIOR HIGH	
ARREN									REFRIGERATION & AIR CONDITIONING 111V					
ERNER	AUTO BODY & FENDER I													

THIRD TRIMESTER

	8:00 8:27 1	8:32 8:59 2	9:04 9:31 3	9:36 10:03 4	10:08 10:35 5	10:40 11:07 6	11:12 11:39 7	11:44 12:11 8	12:16 12:43 9	12:48 1:15 10	1:20 1:47 11	1:52 2:19 12	2:24 2:51 13	2:56 3:23 1
WILLIAMS, G.	MATH IV 214C						SS 213C				MATH V 214C			
WILLIAMS, J.			GLEE CLUB CR		CHOIR CR		CHAMBER CHOIR CR				CONCERT CHOIR CR		MUSIC APP. CR	
WILLIAMS, R.				DATA PROCESSING 101V						DATA PROCESSING 101V				
WITHROW	AMERICAN HISTORY 161C						SS 152C		AMERICAN HISTORY 152C					
WITVOET			PSYCHOLOGY 216C		SOCIOLOGY 211C		PSYCHOLOGY 211C				SS 154C		SOCIOLOGY 154C	
WOEMMEL	JUNIOR HIGH SCHOOL								BUSINESS LAW 161C			TYPING II 164C		
WRIGHT			SPEECH I 158C		SPEECH II 159C				SS 156C		DRAMA 159C		SPEECH II 152C	

THIRD TRIMESTER

<table>
<tr><th></th><th>8:00
8:27
1</th><th>8:32
8:59
2</th><th>9:04
9:31
3</th><th>9:36
10:03
4</th><th>10:08
10:35
5</th><th>10:40
11:07
6</th><th>11:12
11:39
7</th><th>11:44
12:11
8</th><th>12:16
12:43
9</th><th>12:48
1:15
10</th><th>1:20
1:47
11</th><th>1:52
2:19
12</th><th>2:24
2:51
13</th><th>2:56
3:23
14</th></tr>
<tr><td>WULFERS</td><td colspan="5">SHORTHAND
163C</td><td colspan="2"></td><td colspan="3">TYPING II
162C</td><td colspan="2"></td><td colspan="2">BASIC BUS. II
163C</td></tr>
<tr><td></td><td colspan="14"></td></tr>
<tr><td></td><td colspan="14"></td></tr>
<tr><td></td><td colspan="14"></td></tr>
<tr><td></td><td colspan="14"></td></tr>
<tr><td></td><td colspan="14"></td></tr>
<tr><td></td><td colspan="14"></td></tr>
</table>

APPENDIX C

PRINCIPAL'S REPORT OF SCHEDULING PROBLEMS AND EXCEPTIONS

June 11, 1973

TRIMESTER MODULAR SCHEDULING

Prior to the 1972-73 school year at Central High School, the students in grades ten, eleven, and twelve were scheduled by the computer into the new trimester modular program. The students in Central had not been completely scheduled in the new system before this school year, and the computer personnel had not had experience scheduling this type of program before this year. Therefore, problems were encountered and a lot of work was expended before the year was to begin. The problems were in the supervised study modules and balancing of student loads.

The school day was divided into fourteen twenty-seven minute modules with a five minute passing time between each module. Each trimester, a student's schedule would consist of two or three courses, physical education, and supervised study. The small group supervised studies were to take the place of large study halls which were necessary in the traditional schedule. One of the problems developed when a student scheduled in English was assigned a supervised study in English with another teacher. The computer was not programmed to schedule the students with the same teacher in class and supervised study; therefore, sophomore English students might be scheduled with a senior English teacher in supervised study and vice versa. Also, many students did not elect to take a supervised study and were arbitrarily assigned to a general study hall, which resulted in a large study hall each module. This was definitely a disadvantage and did not follow the original plan of the program.

The second problem was in balancing of the student load each trimester. If a student requested chemistry, English IV, and advanced biology, the three subjects should be spread over the year. One difficult subject should be scheduled each trimester along with subjects that require less homework. Again, the computer scheduled the difficult subjects during the same trimester and then loaded the last trimester with easy subjects. Since the program was planned with the student in mind, and to facilitate learning, this problem must be solved.

Plans have been made to schedule the students for school year 1973-74 by hand instead of using the services of the computer. This method of scheduling the students should correct some of the problems that were discovered this past year.

Respectfully submitted,

Eugene Sifford

Eugene Sifford
High School Principal

APPENDIX D

SCHEDULE OF INSERVICE EDUCATION CLASSES

ESEA TITLE III WORKSHOP PROGRAM

August 14 to 18, 1972

Monday, August 14

9:00 a.m.	Orientation to ESEA Title III and the Inservice Education Course	Dr. Dallas Albers Project Director
1:00 p.m.	Orientation to the Trimester/ Modular Scheduling Plan	Dr. Albers
2:30 p.m.	Panel Discussion: Adjusting Instruction to Extended Class Periods	Johnathan Decker Ford Phillips Grace Williams

Tuesday, August 15

9:00 a.m. and 1:00 p.m.	Adapting Instruction to the Individual Learner	Dr. William D. Hedges University of Florida

Wednesday, August 16

8:00 a.m.	Essential Considerations in Setting Course Goals	Dr. Albers
10:30 a.m.	Panel Discussion: The Student's View of Relevance	Six Recent Graduates of Central High School
1:00 p.m.	Individual and Small Group Work Session on Setting Course Goals	

Thursday, August 17

8:00 a.m.	Individual and Small Group Work Session on Setting Course Goals	
1:00 p.m.	Group Critique of Course Goals	

Friday, August 18

8:00 a.m.	Finalizing Preparation of Course Goals	
1:00 p.m.	Levels of Learning: Introduction to the Taxonomy of Educational Objectives	Dr. Albers

SCHEDULE OF INSERVICE EDUCATION CLASSES

DATE	TOPIC	INSTRUCTOR
August 30	Levels of Learning: The Taxonomy of Educational Objectives	Dr. Dallas Albers Project Director
September 6	Introduction to Writing Behavioral Objectives	Dr. Albers
September 13	Relating Levels of Learning to Writing Behavioral Objectives	Dr. Wade Callicutt Dir. of Sec. Education
September 20	Writing Behaviorally Stated Objectives for Cognitive Learning	Dr. Albers
September 27	Writing Behaviorally Stated Objectives for Affective Learning	Dr. Albers
October 2-6	Selecting Instructional Materials Art, Mr. Donald Kutzler, Binney and Smith, Inc. Business, Dr. Katherine Green, Southeast Missouri State University English, Mr. H. Mack Stewart, Missouri State Department of Education Home Economics, Dr. Anna C. Fults, Southern Illinois University Industrial Arts, Mr. Eugene Brightwell, Missouri State Department of Education Mathematics, Mr. Delbert Lund, Missouri State Department of Education Social Studies, Mr. John Lucas, Missouri State Department of Education Special Education, Mr. John Patterson, Missouri State Department of Education	Special Consultants
October 11	Selecting Instructional Materials and Methods	Dr. Albers
October 18	Media for Large Group Instruction	Mr. Howard Bock Instructional Assistant

DATE	TOPIC	INSTRUCTOR
October 25	Using the Resource Teacher	Mrs. Peggy Jenkins, Teacher Central Junior High School
	Planning the Educational Fieldtrip	Dr. Albers
November 1	Class Fieldtrip to Parkway North Senior High School, Creve Coeur, Missouri	
November 8	The Educational Fieldtrip: Follow-Up Instruction	Dr. Albers
November 15	Introduction to Strategies for Small Group Instruction	Dr. Albers
November 29	Investigation, Inquiry, and Guided Discovery Teaching Strategies	Mr. William Higdon Columbia Hickman High School
December 4	Investigation, Inquiry, and Guided Discovery Strategies: Observations in Demonstration Classrooms Mr. John Anderson, Columbia Hickman High School Mrs. Peggy Brooks, Central Junior High School Mr. Ronald Burks, Columbia Hickman High School Mr. Robert Gau, Central Senior High School Mr. William Higdon, Columbia Hickman High School Mr. Norris Johnson, Central Senior High School Mr. Charles Palis, Central Junior High School Mrs. Karen Profilet, Central Senior High School	Demonstration Teachers
December 13	Constructing and Conducting an Inquiry Lesson	Dr. Albers
January 10	Analysis of Classroom Verbal Interactive Behavior Dr. B. Charles Leonard, Dr. Joseph Ryan, Mr. James Raulston	Consultants University of Missouri
January 17	Analysis of Verbal Interactive Behavior	Consultants University of Missouri
January 24	Analysis of Verbal Interactive Behavior	Consultants University of Missouri

DATE	TOPIC	INSTRUCTOR
January 31	Analysis of Verbal Interactive Behavior	Consultants University of Missouri
February 7	Media for Small Group Instruction	Mr. Bock
February 14	Simulation Gaming and Role Playing as Small Group Instructional Strategies Business, Mr. William Halcomb, Southeast Missouri State University English, Mrs. Ramona Colson, Southeast Missouri State University Home Economics, Mrs. Mary Blackiston, Southeast Missouri State University Industrial Arts, Mr. Ralph Pittman, Southeast Missouri State University Social Studies, Mr. Lamar Hicks and Miss Norma Lacey, Dexter Senior High School, Dexter, Missouri	Special Consultants
February 21	Simulation Gaming and Role Playing	Special Consultants
March 7	Introduction to Individualizing Instruction	Dr. Albers
March 21	Individualizing Instruction: Constructing Learning Activity Packages	Dr. Albers
	Organizing for an Individualized Program	Mrs. Phyllis Adams, Mrs. Dixie Cook, Consultants
March 28	Individualizing Instruction: Planning and Conducting the Independent Study	Dr. Albers
April 4	Media for Individualizing Instruction	Mr. Bock
April 11	Individualizing Instruction Through Team Teaching	Dr. Albers
April 18	Team Teaching: Working in a Teaming Situation Mr. Tom Vernier and Mrs. Martha Van Aken, Mascoutah High School, Mascoutah, Illinois	Special Consultants

DATE	TOPIC	INSTRUCTOR
April 25	Team Teaching: Human Relations in a Teaming Arrangement	Dr. Albers
May 2	Evaluation of Learning Outcomes: Criterion Referenced Evaluation for Individualized Instruction	Dr. Albers
May 9	Evaluation: Evaluation of Affective Learning Objectives	Dr. Albers
May 16	Evaluation: Evaluation of Affective Learning Objectives	Dr. Albers

APPENDIX E

ROSTER AND ATTENDANCE RECORD OF INSERVICE EDUCATION PARTICIPANTS

APPENDIX E

INSERVICE EDUCATION CLASS ROSTER AND ATTENDANCE RECORD

TEACHER	PRESENT	ABSENT
Bock, JoAnn	32	0
Cannon, Norval	30.5	1.5
Carter, Mary	31.5	.5
Copeland, Wilma	32	0
Finley, Clarence	29.5	2.5
Ford, Ralph	25	7
Hulcy, Sharon	32	0
Jaynes, David	32	0
Kester, Bettye	30	2
Kies, Vivian	32	0
Little, Leonard	30	2
Lockhart, Elizabeth	31	1
Lohr, Barbara	17.5	14.5
Malahy, Charlotte	28	4
Myers, Melba	27	5
Pulley, Dorothy	30	2
Renfrow, Jo	29	3
Russell, Jack	30	2
Sander, Joyce	30	2
Shock, Barbara	26	6
Sister Loretta, SSND	24	8
Smith, Helen	7	Dropped from class, 10/24/72
Smith, Inez	32	0
Taylor, Marsha	27	5
Towse, Ellen	30	2
Varnon, Jesse	26	6
Williams, Judy	27	5
Withrow, Fred	31	1
Wright, Irene	15	17
Wulfers, Katheryn	31	1

Part-time Participants

Brinkopf, Leon	10
King, Robert	6
Kitchen, Paul	9
Lefler, Leon	12
Lynch, Gary	15
Milligan, Dan	7

APPENDIX F

COURSE REVISIONS BY INSERVICE EDUCATION PARTICIPANTS

APPENDIX F

COURSE REVISIONS BY INSERVICE EDUCATION PARTICIPANTS

PARTICIPANT	STATUS OF COURSE REVISION
Bock, JoAnn	Completed, Satisfactory
Brinkopf, Leon	Completed, Satisfactory
Cannon, Norval	Completed, Satisfactory
Carter, Mary	Completed, Satisfactory
Copeland, Wilma	Completed, Satisfactory
Finley, Clarence	Completed, Satisfactory
Ford, Ralph	Excused, Guidance Counselor
Hulcy, Sharon	Completed, Satisfactory
Jaynes, David	Completed, Satisfactory
Kester, Bettye	Completed, Satisfactory
Kies, Vivian	Completed, Satisfactory
King, Robert	Excused, Administrator
Kitchen, Paul	Assignment Not Completed by June 15
Lefler, Leon	Excused, Part-time Participant
Little, Leonard	Assignment Not Completed by June 15
Lohr, Barbara	Completed, Satisfactory
Lockhart, Elizabeth	Completed, Satisfactory
Lynch, Gary	Completed, Satisfactory
Malahy, Charlotte	Assignment Not Completed by June 15
Milligan, Dan	Excused, Part-time Participant
Myers, Melba	Assignment Not Completed by June 15
Pulley, Dorothy	Completed, Satisfactory
Renfrow, Jo	Completed, Satisfactory
Russell, Jack	Completed, Satisfactory
Sander, Joyce	Completed, Satisfactory
Shock, Barbara	Completed, Satisfactory
Sister Loretta, SSND	Excused, Parochial School Participant
Smith, Helen	Excused, Early Retirement
Smith, Inez	Completed, Satisfactory
Taylor, Marsha	Completed, Satisfactory
Towse, Ellen	Completed, Satisfactory
Varnon, Jesse	Assignment Not Completed by June 15
Williams, Judy	Completed, Satisfactory
Withrow, Fred	Assignment Not Completed by June 15
Wright, Irene	Completed, Satisfactory
Wulfers, Katheryn	Completed, Satisfactory

APPENDIX G

STUDENT PREFERENCE OPINIONNAIRE ON ALLOCATION OF CLASS TIME

ALL GRADES
Grade

BEST COPY AVAILABLE

STUDENT PREFERENCE OPINIONNAIRE ON ALLOCATION OF CLASS TIME
CAPE GIRARDEAU CENTRAL HIGH SCHOOL
1972-73 School Year

PART I: Please check the statement below which best indicates your feelings toward the new scheduling plan at Cape Central. Please check only one response from 1, 2, or 3.

632 62.6% 1. I prefer taking classes under the Trimester/Modular Scheduling Plan.

NOTE: If you check #1 above, go to PART II and respond to those statements.

166 16.4% 2. I prefer the traditional class schedule of seven periods a day for 180 days.

NOTE: If you check #2 above, skip PART II and go on to PART III and respond to those statements.

210 20.8% 3. I have no preference between the Trimester/Modular Scheduling Plan and the traditional seven-period, 180-day schedule.

NOTE: If you check #3 above, please proceed to both PARTS II and III and check the reasons you like, or dislike, each kind of schedule.

TOTAL RESPONDENTS TO PART I -- 1008

PART II: If you checked #1 or #3 in PART I of this opinionnaire, please proceed with this section, checking the REASONS you like the Trimester/Modular Schedule.

601 71.3% 1. I feel I can stay more interested in the subject when I have fewer subjects at a time to divide my attention.

306 36.3% 2. I feel that more intense concentration on a subject enables me to learn that subject more thoroughly.

483 57.3% 3. Having a longer period of time each day enables the class to participate in a greater variety of learning activities.

273 32.4% 4. A longer period of daily contact between the student and the teacher helps us to get to know and understand each other better.

273 32.4% 5. The teacher knows and understands me better because he/she has fewer students each day to get to know.

BEST COPY AVAILABLE

289 34.3% 6. I find that in the longer period of time each day the subject moves faster and it helps me tie various fragments of the subject together into a more meaningful whole.

390 46.3% 7. The amount of out-of-class study and homework is less in the trimester class.

656 77.9% 8. I like to "get a class over with" and start new classes every trimester.

334 39.6% 9. Teachers have more time in class and supervised study to give individual help on difficult concepts.

408 48.4% 10. I have time to begin and complete laboratory work in the same class period.

357 42.3% 11. I will be able to graduate sooner under the Trimester/Modular Scheduling Plan.

607 72.0% 12. I can get more courses I want under the Trimester/Modular Scheduling Plan.

386 45.8% 13. I can balance my course load and my extracurricular activity load better in the Trimester/Modular Schedule.

109 12.9% 14. If you have other reasons for liking the Trimester/Modular Schedule, please check this item and WRITE your reasons in the space below.

TOTAL RESPONDENTS TO PART II -- 842

PART III: If you checked responses #2 or #3 in PART I of this opinionnaire, please proceed with this section, checking the REASONS you like the seven-period, 180-day schedule.

199 52.9% 1. I lose interest in the subject when I have to concentrate too long on it.

276 73.4% 2. I feel we cover the subject matter so rapidly in the trimester class that I do not have a chance to learn the subject as thoroughly as I do in the regular seven-period, 180-day class.

126 33.5% 3. I find that when I spend a longer period of time with the same teacher each day, we get on each other's nerves.

82 21.8% 4. Taking more subjects at one time makes school more interesting.

BEST COPY AVAILABLE

252 67.0% 5. Classes get boring when I have to sit in them for more than one hour at a time.

160 42.5% 6. It pushes me harder to keep up with the homework in trimester classes.

121 32.1% 7. We seem to waste more time in the trimester class than we do in the one-hour class.

216 57.4% 8. Tests come closer together in trimester classes.

189 50.2% 9. We cannot cover as much material in trimester classes.

101 26.8% 10. I have not been able to get the courses I wanted because of the Trimester/Modular Schedule.

75 19.9% 11. Because we change from one course to another every sixty days I never have time to get used to a class before it is over.

57 15.1% 12. I do not have time to get acquainted with kids in my classes because we change classes every sixty days.

50 13.2% 13. I do not have time to get to know my teachers because we change classes every sixty days.

79 21.0% 14. If you have other reasons for preferring the seven-period, 180-day class schedule, please check this item and WRITE your reasons in the space below.

TOTAL RESPONDENTS TO PART III -- 376

PART IV: Please check one of the two responses below.

668 66.2% 1. I want to see Cape Central stay on the Trimester/Modular Scheduling Plan.

201 19.9% 2. I would prefer to see Central's schedule go back to the seven-period day for 180 days.

139 13.7%------NO RESPONSE

TOTAL RESPONDENTS TO PART IV -- 869

PART V: Add below any suggestions you would have to improve the Trimester/Modular Schedule at Central.

BEST COPY AVAILABLE

10
Grade

STUDENT PREFERENCE OPINIONNAIRE ON ALLOCATION OF CLASS TIME
CAPE GIRARDEAU CENTRAL HIGH SCHOOL
1972-73 School Year

PART I: Please check the statement below which best indicates your feelings toward the new scheduling plan at Cape Central. Please check only one response from 1, 2, or 3.

283 75.2% 1. I prefer taking classes under the Trimester/Modular Scheduling Plan.

NOTE: If you check #1 above, go to PART II and respond to those statements.

45 11.9% 2. I prefer the traditional class schedule of seven periods a day for 180 days.

NOTE: If you check #2 above, skip PART II and go on to PART III and respond to those statements.

48 12.7% 3. I have no preference between the Trimester/Modular Scheduling Plan and the traditional seven-period, 180-day schedule.

NOTE: If you check #3 above, please proceed to both PARTS II and III and check the reasons you like, or dislike, each kind of schedule.

TOTAL RESPONDENTS TO PART I -- 376

PART II: If you checked #1 or #3 in PART I of this opinionnaire, please proceed with this section, checking the REASONS you like the Trimester/Modular Schedule.

251 75.8% 1. I feel I can stay more interested in the subject when I have fewer subjects at a time to divide my attention.

130 39.2% 2. I feel that more intense concentration on a subject enables me to learn that subject more thoroughly.

194 58.6% 3. Having a longer period of time each day enables the class to participate in a greater variety of learning activities.

117 35.3% 4. A longer period of daily contact between the student and the teacher helps us to get to know and understand each other better.

106 32.0% 5. The teacher knows and understands me better because he/she has fewer students each day to get to know.

119 35.9% 6. I find that in the longer period of time each day the subject moves faster and it helps me tie various fragments of the subject together into a more meaningful whole.

164 49.5% 7. The amount of out-of-class study and homework is less in the trimester class.

265 80.0% 8. I like to "get a class over with" and start new classes every trimester.

155 46.8% 9. Teachers have more time in class and supervised study to give individual help on difficult concepts.

172 51.9% 10. I have time to begin and complete laboratory work in the same class period.

167 50.4% 11. I will be able to graduate sooner under the Trimester/Modular Scheduling Plan.

268 80.9% 12. I can get more courses I want under the Trimester/Modular Scheduling Plan.

176 53.1% 13. I can balance my course load and my extracurricular activity load better in the Trimester/Modular Schedule.

49 14.8% 14. If you have other reasons for liking the Trimester/Modular Schedule, please check this item and WRITE your reasons in the space below.

TOTAL RESPONDENTS TO PART II -- 331

PART III: If you checked responses #2 or #3 in PART I of this opinionnaire, please proceed with this section, checking the REASONS you like the seven-period, 180-day schedule.

47 50.5% 1. I lose interest in the subject when I have to concentrate too long on it.

70 75.2% 2. I feel we cover the subject matter so rapidly in the trimester class that I do not have a chance to learn the subject as thoroughly as I do in the regular seven-period, 180-day class.

27 29.0% 3. I find that when I spend a longer period of time with the same teacher each day, we get on each other's nerves.

26 27.9% 4. Taking more subjects at one time makes school more interesting.

BEST COPY AVAILABLE

59 63.4% 5. Classes get boring when I have to sit in them for more than one hour at a time.

34 36.5% 6. It pushes me harder to keep up with the homework in trimester classes.

35 37.6% 7. We seem to waste more time in the trimester class than we do in the one-hour class.

50 53.7% 8. Tests come closer together in trimester classes.

45 48.3% 9. We cannot cover as much material in trimester classes.

32 34.4% 10. I have not been able to get the courses I wanted because of the Trimester/Modular Schedule.

11 11.8% 11. Because we change from one course to another every sixty days I never have time to get used to a class before it is over.

13 13.9% 12. I do not have time to get acquainted with kids in my classes because we change classes every sixty days.

8 8.6% 13. I do not have time to get to know my teachers because we change classes every sixty days.

24 25.8% 14. If you have other reasons for preferring the seven-period, 180-day class schedule, please check this item and WRITE your reasons in the space below.

TOTAL RESPONDENTS TO PART III -- 93

PART IV: Please check one of the two responses below.

280 74.4% 1. I want to see Cape Central stay on the Trimester/Modular Scheduling Plan.

49 13.0% 2. I would prefer to see Central's schedule go back to the seven-period day for 180 days.

47 12.5%-----NO RESPONSE

TOTAL RESPONDENTS TO PART IV -- 329

PART V: Add below any suggestions you would have to improve the Trimester/Modular Schedule at Central.

BEST COPY AVAILABLE

11
Grade

STUDENT PREFERENCE OPINIONNAIRE ON ALLOCATION OF CLASS TIME
CAPE GIRARDEAU CENTRAL HIGH SCHOOL
1972-73 School Year

PART I: Please check the statement below which best indicates your feelings toward the new scheduling plan at Cape Central. Please check only one response from 1, 2, or 3.

223 59.7% 1. I prefer taking classes under the Trimester/Modular Scheduling Plan.

NOTE: If you check #1 above, go to PART II and respond to those statements.

68 18.2% 2. I prefer the traditional class schedule of seven periods a day for 180 days.

NOTE: If you check #2 above, skip PART II and go on to PART III and respond to those statements.

82 21.9% 3. I have no preference between the Trimester/Modular Scheduling Plan and the traditional seven-period, 180-day schedule.

NOTE: If you check #3 above, please proceed to both PARTS II and III and check the reasons you like, or dislike, each kind of schedule.

TOTAL RESPONDENTS TO PART I -- 373

PART II: If you checked #1 or #3 in PART I of this opinionnaire, please proceed with this section, checking the REASONS you like the Trimester/Modular Schedule.

208 68.1% 1. I feel I can stay more interested in the subject when I have fewer subjects at a time to divide my attention.

104 34.0% 2. I feel that more intense concentration on a subject enables me to learn that subject more thoroughly.

174 57.0% 3. Having a longer period of time each day enables the class to participate in a greater variety of learning activities.

94 30.8% 4. A longer period of daily contact between the student and the teacher helps us to get to know and understand each other better.

104 34.0% 5. The teacher knows and understands me better because he/she has fewer students each day to get to know.

BEST COPY AVAILABLE

115 37.7% 6. I find that in the longer period of time each day the subject moves faster and it helps me tie various fragments of the subject together into a more meaningful whole.

137 44.9% 7. The amount of out-of-class study and homework is less in the trimester class.

241 79.0% 8. I like to "get a class over with" and start new classes every trimester.

120 39.3% 9. Teachers have more time in class and supervised study to give individual help on difficult concepts.

134 43.9% 10. I have time to begin and complete laboratory work in the same class period.

133 43.6% 11. I will be able to graduate sooner under the Trimester/Modular Scheduling Plan.

208 68.1% 12. I can get more courses I want under the Trimester/Modular Scheduling Plan.

138 45.2% 13. I can balance my course load and my extracurricular activity load better in the Trimester/Modular Schedule.

34 11.1% 14. If you have other reasons for liking the Trimester/Modular Schedule, please check this item and WRITE your reasons in the space below.

TOTAL RESPONDENTS TO PART II -- 305

PART III: If you checked responses #2 or #3 in PART I of this opinionnaire, please proceed with this section, checking the REASONS you like the seven-period, 180-day schedule.

95 63.3% 1. I lose interest in the subject when I have to concentrate too long on it.

118 78.6% 2. I feel we cover the subject matter so rapidly in the trimester class that I do not have a chance to learn the subject as thoroughly as I do in the regular seven-period, 180-day class.

61 40.6% 3. I find that when I spend a longer period of time with the same teacher each day, we get on each other's nerves.

29 19.3% 4. Taking more subjects at one time makes school more interesting.

BEST COPY AVAILABLE

104 69.3% 5. Classes get boring when I have to sit in them for more than one hour at a time.

72 48.0% 6. It pushes me harder to keep up with the homework in trimester classes.

44 29.3% 7. We seem to waste more time in the trimester class than we do in the one-hour class.

100 66.6% 8. Tests come closer together in trimester classes.

80 53.3% 9. We cannot cover as much material in trimester classes.

34 22.6% 10. I have not been able to get the courses I wanted because of the Trimester/Modular Schedule.

36 24.0% 11. Because we change from one course to another every sixty days I never have time to get used to a class before it is over.

23 15.3% 12. I do not have time to get acquainted with kids in my classes because we change classes every sixty days.

24 16.0% 13. I do not have time to get to know my teachers because we change classes every sixty days.

27 18.0% 14. If you have other reasons for preferring the seven-period, 180-day class schedule, please check this item and WRITE your reasons in the space below.

TOTAL RESPONDENTS TO PART III -- 150

PART IV: Please check one of the two responses below.

233 62.4% 1. I want to see Cape Central stay on the Trimester/Modular Scheduling Plan.

87 23.3% 2. I would prefer to see Central's schedule go back to the seven-period day for 180 days.

53 14.2%-------NO RESPONSE

TOTAL RESPONDENTS TO PART IV -- 320

PART V: Add below any suggestions you would have to improve the Trimester/Modular Schedule at Central.

BEST COPY AVAILABLE

12
Grade

STUDENT PREFERENCE OPINIONNAIRE ON ALLOCATION OF CLASS TIME
CAPE GIRARDEAU CENTRAL HIGH SCHOOL
1972-73 School Year

PART I: Please check the statement below which best indicates your feelings toward the new scheduling plan at Cape Central. Please check only one response from 1, 2, or 3.

126 48.6% 1. I prefer taking classes under the Trimester/Modular Scheduling Plan.

NOTE: If you check #1 above, go to PART II and respond to those statements.

53 20.4% 2. I prefer the traditional class schedule of seven periods a day for 180 days.

NOTE: If you check #2 above, skip PART II and go on to PART III and respond to those statements.

80 30.8% 3. I have no preference between the Trimester/Modular Scheduling Plan and the traditional seven-period, 180-day schedule.

NOTE: If you check #3 above, please proceed to both PARTS II and III and check the reasons you like, or dislike, each kind of schedule.

TOTAL RESPONDENTS TO PART I -- 259

PART II: If you checked #1 or #3 in PART I of this opinionnaire, please proceed with this section, checking the REASONS you like the Trimester/Modular Schedule.

142 68.9% 1. I feel I can stay more interested in the subject when I have fewer subjects at a time to divide my attention.

72 34.9% 2. I feel that more intense concentration on a subject enables me to learn that subject more thoroughly.

115 55.8% 3. Having a longer period of time each day enables the class to participate in a greater variety of learning activities.

62 30.0% 4. A longer period of daily contact between the student and the teacher helps us to get to know and understand each other better.

63 30.5% 5. The teacher knows and understands me better because he/she has fewer students each day to get to know.

BEST COPY AVAILABLE

55 26.6% 6. I find that in the longer period of time each day the subject moves faster and it helps me tie various fragments of the subject together into a more meaningful whole.

89 43.2% 7. The amount of out-of-class study and homework is less in the trimester class.

150 72.8% 8. I like to "get a class over with" and start new classes every trimester.

59 28.6% 9. Teachers have more time in class and supervised study to give individual help on difficult concepts.

102 49.5% 10. I have time to begin and complete laboratory work in the same class period.

57 27.6% 11. I will be able to graduate sooner under the Trimester/Modular Scheduling Plan.

131 63.5% 12. I can get more courses I want under the Trimester/Modular Scheduling Plan.

72 34.9% 13. I can balance my course load and my extracurricular activity load better in the Trimester/Modular Schedule.

26 12.6% 14. If you have other reasons for liking the Trimester/Modular Schedule, please check this item and WRITE your reasons in the space below.

TOTAL RESPONDENTS TO PART II -- 206

PART III: If you checked responses #2 or #3 in PART I of this opinionnaire, please proceed with this section, checking the REASONS you like the seven-period, 180-day schedule.

57 42.8% 1. I lose interest in the subject when I have to concentrate too long on it.

88 66.1% 2. I feel we cover the subject matter so rapidly in the trimester class that I do not have a chance to learn the subject as thoroughly as I do in the regular seven-period, 180-day class.

38 28.5% 3. I find that when I spend a longer period of time with the same teacher each day, we get on each other's nerves.

27 20.3% 4. Taking more subjects at one time makes school more interesting.

BEST COPY AVAILABLE

89 66.9% 5. Classes get boring when I have to sit in them for more than one hour at a time.

54 40.6% 6. It pushes me harder to keep up with the homework in trimester classes.

42 31.5% 7. We seem to waste more time in the trimester class than we do in the one-hour class.

66 49.6% 8. Tests come closer together in trimester classes.

64 48.1% 9. We cannot cover as much material in trimester classes.

35 26.3% 10. I have not been able to get the courses I wanted because of the Trimester/Modular Schedule.

28 21.0% 11. Because we change from one course to another every sixty days I never have time to get used to a class before it is over.

21 15.7% 12. I do not have time to get acquainted with kids in my classes because we change classes every sixty days.

18 13.5% 13. I do not have time to get to know my teachers because we change classes every sixty days.

28 21.0% 14. If you have other reasons for preferring the seven-period, 180-day class schedule, please check this item and WRITE your reasons in the space below.

TOTAL RESPONDENTS TO PART III -- 133

PART IV: Please check one of the two responses below.

155 59.8% 1. I want to see Cape Central stay on the Trimester/Modular Scheduling Plan.

65 25.0% 2. I would prefer to see Central's schedule go back to the seven-period day for 180 days.

39 15.0%-------NO RESPONSE

TOTAL RESPONDENTS TO PART IV -- 220

PART V: Add below any suggestions you would have to improve the Trimester/Modular Schedule at Central.

APPENDIX H

SCHEDULING PREFERENCE OPINIONNAIRE FOR TEACHERS

BEST COPY AVAILABLE

SCHEDULING PREFERENCE OPINIONNAIRE FOR TEACHERS
CAPE GIRARDEAU CENTRAL HIGH SCHOOL
1972-73 School Year

PART I: Please check the statement below which best expresses your feelings toward the Trimester/Modular Scheduling Plan being used at Central High School. Please check only one response from 1, 2, or 3.

36 57.1% 1. I prefer teaching the classes I teach under the Trimester/Modular Schedule.

NOTE: If you checked #1 above, go to PART II and respond to those statements.

13 20.6% 2. I would prefer teaching the classes I teach under the traditional schedule with seven, 55-minute periods.

NOTE: If you checked #2 above, go to PART III and respond to those statements.

10 15.9% 3. I have no preference between the Trimester/Modular Schedule and the traditional seven-period, 55-minute schedule.

NOTE: If you checked #3 above, proceed to both PARTS II and III and check the reasons you like, or dislike, each kind of schedule.

4 6.3% 4. Did not check. Made written comment, instead.

TOTAL RESPONDENTS TO PART I -- 63

PART II: If you checked #1 or #3 in PART I of this opinionnaire, please proceed with this section, checking the stated reasons you like the Trimester/Modular Scheduling Plan.

13 28.3% 1. I can cover material more in depth under the Trimester/Modular Schedule.

5 10.9% 2. Planning is not as demanding in the Trimester/Modular Schedule because I have fewer classes.

18 39.1% 3. I can make my classes more interesting to the students when I have the longer class period to do more things.

17 37.0% 4. Pupils can master the subject matter better with the reduced course load and longer class period.

24 52.2% 5. I like the opportunity to use more kinds of instructional activities permitted by the longer class period.

2 4.3% 6. Pupil conduct is better in the longer period.

17 37.0% 7. I have fewer pupils to know at one time so I get to know and understand them better.

BEST COPY AVAILABLE

5 10.9% 8. The longer periods and supervised study sections make it easier for pupils to get work made up following absence from school.

22 47.8% 9. I can immediately reinforce, with practice or supervised study, concepts which have just been taught.

17 37.0% 10. I have a better chance to identify problems students are having and to give them individual help.

20 43.5% 11. I like having a longer period of uninterrupted work time in class every day.

19 41.3% 12. I have been able to individualize instruction more under the Trimester/Modular Schedule.

14 30.4% 13. I can develop a better relationship with my students in the longer class period.

8 17.4% 14. I can do a better job of evaluating the progress of my students when I have them longer each day and I have fewer students at one time.

3 6.5% 15. My students have made better use of the library under the Trimester/Modular Schedule.

____ 16. If you have other reasons for liking the Trimester/Modular Scheduling Plan, please write them in the space below. Continue on the back side of this sheet if necessary.

TOTAL RESPONDENTS TO PART II -- 46

PART III: If you checked #2 or #3 in PART I of this opinionnaire, please proceed with this section, checking the stated reasons you do not like the Trimester/Modular Scheduling Plan.

18 78.3% 1. We cannot cover as much material under the Trimester/Modular Scheduling Plan.

11 47.8% 2. Planning is more demanding under the Trimester/Modular Schedule.

8 34.8% 3. I cannot hold the interest of the students in the longer class period.

10 43.5% 4. Pupils do not master the subject matter as well because of the accelerated 12-week pace.

5 21.7% 5. I have trouble finding enough classroom activities to keep the longer class periods interesting.

7 30.4% 6. Pupil conduct is more of a problem in the longer class period.

7 30.4% 7. Having a new class group every twelve weeks keeps me from getting to know my pupils as well as when I had them a full semester or all year.

17 73.9% 8. Make-up work following absence from school is more difficult in the Trimester/Modular Schedule than in the 7-period schedule.

12 52.2% 9. Most students need more days on a concept to allow it time to "soak in."

4 17.4% 10. We must move so fast in Trimester/Modular classes I do not have time to give enough individual help.

8 34.8% 11. Ordering materials (films, etc.) or assembling materials three times a year is a terrible inconvenience.

12 52.2% 12. The passing of students in the halls at the end of every module is distracting to classes in session.

0 0.0% 13. I have a worse relationship with my pupils under the Trimester/Modular Schedule.

4 17.4% 14. Testing and grading are made more difficult by the 12-week trimester.

8 34.8% 15. Interruption of classes by activities such as assemblies is more of a problem under the Trimester/Modular Schedule.

____ 16. If you have other reasons why you dislike the Trimester/Modular Scheduling Plan, please write them in the space below. Continue on the back of this sheet if necessary.

TOTAL RESPONDENTS TO PART III -- 23

PART IV: Please check your preference below.

24 38.1% 1. I want to stay on the Trimester/Modular Scheduling Plan at Central High School.

3 4.8% 2. I would like to see Central High School go back to the semester plan with seven, 55-minute periods.

36 57.1% 3. No Response, or a written qualification.

TOTAL RESPONDENTS TO PART IV -- 63

PART V: What changes or modifications would you suggest to improve the Trimester/Modular Scheduling Plan? Please write them below.

APPENDIX I

SCHEDULING PREFERENCE OPINIONNAIRE FOR PARENTS

BEST COPY AVAILABLE

SCHEDULING PREFERENCE OPINIONNAIRE FOR PARENTS
CAPE GIRARDEAU CENTRAL HIGH SCHOOL
1972-73 School Year

PART I: Please check the statement below which best expresses your feelings toward the Trimester/Modular Scheduling Plan being used this year at Central High School. Please check only one response from 1, 2, or 3.

60 43.2% 1. I think the Trimester/Modular Scheduling Plan is an improvement over the traditional 7-period-day plan used at Central High School prior to this year.

NOTE: If you checked #1 above, go to PART II and check the reasons you think the Trimester/Modular Scheduling Plan is a better plan.

62 44.6% 2. I do not think the Trimester/Modular Scheduling Plan is as good an approach to scheduling as the 7-period-day plan we used to use.

NOTE: If you checked #2 above, go to PART III and check the reasons you think the 7-period-day plan is a better plan.

17 12.2% 3. I do not see that one scheduling plan is any better than the other.

NOTE: If you checked #3 above, proceed to both PARTS II and III and check the reasons you prefer each scheduling plan.

TOTAL RESPONDENTS TO PART I -- 139/279 = 49.8%

PART II: If you checked #1 or #3 in PART I, please proceed with this section, checking the reasons you think the Trimester/Modular Scheduling Plan is better than the 7-period-day plan.

55 71.4% 1. My child learns better when he/she does not have as many subjects at the same time.

31 40.3% 2. My child is more interested in school because the longer class periods allow him/her to get more involved with what he/she is studying.

58 75.3% 3. My child can take more subjects in a year under the Trimester/Modular Schedule.

12 15.6% 4. My child had fewer scheduling conflicts this year.

35 45.5% 5. My child can fulfill graduation requirements sooner in the Trimester/Modular Schedule.

BEST COPY AVAILABLE

41 53.2% 6. Fewer subjects at one time, and the supervised study periods instead of study halls, helps my child get more work done at school and reduces his/her homework.

17 22.1% 7. My child gets more help from the teacher under the Trimester/Modular Schedule.

23 30.0% 8. Teachers are able to plan the classwork better because they do not have as many classes each day.

21 27.3% 9. The teachers get to know and understand my child better because they spend more time together every day.

44 57.1% 10. My child was able to finish a class he/she didn't like in 12 weeks and get into a new schedule of classes.

29 37.7% 11. My child was able to finish a class with a teacher he/she didn't like in 12 weeks instead of having to be with that teacher all year.

30 39.0% 12. My child has been allowed to reduce his/her course load during a trimester when he/she had a very heavy load of extracurricular activities or some particularly difficult course which demanded more study time.

19 24.7% 13. My child has been able to participate in more kinds of learning activities under the Trimester/Modular Schedule.

45 58.4% 14. My child stays more interested in school because he/she gets to start a "fresh" schedule of classes every 12 weeks.

__ 15. If you have other reasons for preferring the Trimester/Modular Scheduling Plan, please write them in the space below. Continue on the back side of this sheet if necessary.

TOTAL RESPONDENTS TO PART II -- 77

PART III: If you checked #2 or #3 in PART I, please proceed with this section, checking the reasons you think the traditional 7-period schedule is a better plan than the Trimester/Modular Schedule.

45 57.0% 1. My child learned more under the 7-period, 180-day schedule we used to have.

23 29.1% 2. My child has lost interest in school because he/she doesn't like the Trimester/Modular Schedule.

BEST COPY AVAILABLE

30 38.0% 3. My child was not able to take the courses he/she wanted under the Trimester/Modular Schedule.

42 53.2% 4. My child wastes more time under the Trimester/Modular Schedule.

15 19.0% 5. My child has a much heavier homework load under the Trimester/Modular Schedule.

23 29.1% 6. My child gets bored with school because he/she isn't taking enough courses at one time to keep him/her interested.

38 48.1% 7. I do not want my child to meet his/her graduation requirements in less than four years of high school.

16 20.3% 8. My child does not get enough individual help from the teacher in Trimester/Modular classes.

26 32.9% 9. Teachers do not plan well enough to keep classes interesting.

16 20.3% 10. It has been hard on my child because he/she had a teacher for a 2-hour class one or more trimesters he/she couldn't get along with.

19 24.1% 11. A class my child liked was over in twelve weeks under the Trimester/Modular Schedule.

41 51.9% 12. My child's schedule was very unbalanced with an excessively heavy load one trimester and too light a load another.

58 73.4% 13. My child gets bored in the 2-hour class.

31 39.2% 14. My child was absent and had trouble getting caught up in the 12-week trimester.

____ 15. If you have other reasons for preferring the seven-period, 180-day schedule, please write them in the space below. Continue on the back side of this sheet if necessary.

TOTAL RESPONDENTS TO PART III -- 79

BEST COPY AVAILABLE

PART IV: (To be answered by every parent)

58 53.2% 1. I would like to see Cape Central stay on the Trimester/Modular Scheduling Plan.

48 44.0% 2. I would like to see Cape Central go back to the seven-period, 180-day schedule.

3 2.8% 3. I don't really care how classes are scheduled at Cape Central.

30 ---------- NO RESPONSE

TOTAL RESPONDENTS TO PART IV -- 109

PART V: If you would like to see the Trimester/Modular Scheduling Plan continued, but would like to see certain modifications made in it, what modifications would you suggest?

APPENDIX J

REPORT TO BOARD OF EDUCATION
COMMITTEE FOR QUALITY EDUCATION

APPENDIX J

REPORT TO THE BOARD OF EDUCATION
COMMITTEE FOR QUALITY EDUCATION

April 16, 1973

The Trimester Program for teaching is a Federal Government sponsored project--subsidized by $175,000 for a three year program. Our administrator or administrators decided to do another pilot study for this method of study. The Board of Education, who has the final word on this type of project voted to accept this. One of the administrators was given a year leave of absence on one-half pay salary to study, prepare and perfect this project.

Why was this project tried? Was the other system antiquated? Were our students below par with other students of like schools of like states? What were the advantages of this system?

1. Students could spend more time on certain subjects-
2. Finish high school in a shorter length of time-
3. If drew a bad subject or bad teacher they would only have twelve weeks of said subject or teacher-

Theoretically according to the Project's Head "It should succeed in effecting massive improvement in elementary and secondary education." Has this occurred?

The purpose of my investigation into the Trimester Program has been to find out why so many problems have occurred for both the student and teacher.

According to my information the Trimester Program has been tried in New York and California and discarded. It is now being tried in a large high school in Atlanta, Georgia and Cape Central in Cape Girardeau.

It has been explained to me that the Trimester System is a method of concentrating one years work in each subject into twelve (12) weeks or sixty (60) school days. I also understand that in many courses that 180 hours of school work is now covered in 120 hours.

For the most part each course of study is arranged in four modules of 27 1/2 minutes in each module--2 1/2 minutes being allowed for change of classes. Basically then, each subject is 2 hours--a few 2 1/2 hours. Study Hall is considered a subject and is computerized as such--so that if a student draws a study hall--it is 2 hours long. This is spent either in the auditorium or the cafeteria. These study halls contain no supervised study aids from the teacher as was formally [sic] done.

The course of study for the last year was fed to the computer. This was done, as I understand, at one time for the entire year or three trimesters. The material given the computer was not in detail as to completeness of all courses of study--hence many discrepancies occurred. Theoretically, the councilor [sic] of the student with the discrepancy was to make the proper correction, some tried, some didn't and students were told they would have to continue with the computerized course. In some instances where the parent refused to accept this position, higher authorities changed the course, but this was not the general rule.

Teachers were then asked to make suggestions as to merit and to weaknesses of the system. General reports were turned in--no weaknesses were allowed. The administrator in charge of the project placed weakness on the teacher saying that the teacher had failed to grasp the innovation of the system, would not cooperate or was not capable of motivating the proper interpretation of the system.

My investigation, including conferences with approximately twenty (20) teachers and in excess of forty (40) students, has led me to make the following summations:

1. The vast majority of the students cannot tolerate 2 hours straight study of the hard subjects (Commercial, Shop, Art, Courses with laboratory periods as chemistry and biology, excepted.)

2. Continuity of courses of study not feasible because of lack of teachers (Foreign languages). I understand, however, that part-time teachers are available for such subjects.

3. Some courses of study have been shortened from 180 school days to 120 school days.

4. Teachers themselves cannot maintain maximum concentration on the part of the students and also to keep their own pace of 100% efficiency for a 2 hour period in subjects like--English, Math, History with the exception of one Math teacher and one English teacher.

5. Study habits of the students have deteriorated--not able to study in the study halls--no tables or desks and a change of personnel every 27 1/2 minutes (a module). There is no longer such a thing as truly supervised study halls. (Re: teachers that can help). Most students say they get their homework during the 2 hour period which leaves time on their hands for afternoon and nights--not good for adolescents of 15-18 years of age.

6. Some courses of study do not allow for any lunch hour. Even some teachers have to eat lunch from 10-10:30 a.m.

7. Some good teachers of strong subjects are wasted. Used as a monitor for study hall.

8. The courses have become in some cases "crash" courses where they force the concept in concentration, but no time is allowed for practice and correction of the application of the concept.

It is my understanding that the modular system is a flexible system.

Under the present Trimester System it has become inflexible and infallible.

I would like to know if the diminution of classroom instruction will lead to loss of our accreditation as a Grade A High School?

Our students at the present time cannot transfer to another school in the Mid-West and fit into a schedule. It is equally difficult for new students coming into Cape to fit into this schedule--as everyone knows, our city is growing and this interchange of students is going to increase.

C. T. Herbert, M. D.

APPENDIX K

RECORD OF REVISED COURSE OUTLINES: REPORT OF THE DIRECTOR OF SECONDARY EDUCATION

CAPE GIRARDEAU PUBLIC SCHOOLS

61 North Clark Cape Girardeau, Missouri 63701
Charles E. House, Superintendent
Phone 335-6654

DR. F. WADE CALLICUTT
Dir. Secondary Educ.
336-8820

VINCE RADDLE
Dir. Elementary Educ.
336-8820

HAL B. LEHMAN
Business Manager
336-7113

June 18, 1973

Dr. Dallas Albers
Title III Project Director
Central High School
Cape Girardeau, Missouri

Dear Dr. Albers:

Information pertaining to the evaluation of objective number two in the Central High School teacher inservice education program for 1972-73 is transmitted with this letter. A total of twenty-four revised course plans for use in the trimester/modular scheduling plan were submitted by participating teachers.

A list of the participating teachers and the subject areas for which course plans were submitted is attached. Also, an evaluation profile sheet based on the nine teaching activities listed under objective number three of the inservice education program is included for each course plan.

Although eighteen of the course plans did not include all nine teaching activities, the twenty-four revised course plans were found acceptable for adoption and use in the instructional program at Central High School.

Yours truly,

Wade Callicutt

Wade Callicutt
Director of Secondary Education

WC:hm

Enc

REVISED COURSE PLANS FOR
TITLE III INSERVICE PROJECT, 1972-73

1.	Jo Ann Bock	English II
2.	Leon Brinkopf	Driver Education
3.	Norval Cannon	Consumer Mathematics
4.	Mary Carter	Family Relations
5.	Wilma Copeland	Feeding the Family
6.	Clarence Finley	United States History
7.	Sharon Hulcy	Health
8.	David Jaynes	Metalwork
9.	Bettye Kester	Art I
10.	Vivian Kies	Modern World History
11.	Elizabeth Lockhart	Journalism I
12.	Barbara Lohr	Secretarial Practice
13.	Gary Lynch	General Biology
14.	Dorothy Pulley	Personal Appearance
15.	Jo Renfrow	Ceramics
16.	Jack Russell	Driver Education
17.	Joyce Sander	Consumer Education
18.	Barbara Shock	Reading-Special Education
19.	Inez Smith	Composition
20.	Marsha Taylor	Techniques of Research
21.	Ellen Towse	Tennis - Girls' Physical Education
22.	Judy Williams	Music Appreciation
23.	Irene Wright	Drama
24.	Katheryn Wulfers	Shorthand